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ABSTRACT

Phase II of this three-phase study was a seminar held to inform teachers of information obtained in Phase I, a survey of 483 Florida businesses. During the course of the seminar 59 home economics teachers and supervisors participated in 3 weeks of intensive in-service education. Pre- and post-tests were made of participants' knowledge, attitudes, and involvement in occupational home economics. The texts of 22 presentations made by the seminar faculty and questionnaires used in the seminar are appended. Phases I and III are available as VT 002 431 and VT 010 023, respectively. (CH)

ED035735

GAINFUL EMPLOYMENT IN HOME ECONOMICS

PHASE II

Seminar on Gainful Employment
in
Home Economics

1857

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Tallahassee, Florida

STATE DEPARTMENT OF EDUCATION

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THE FLORIDA STATE UNIVERSITY
TALLAHASSEE 32306

May 28, 1969

SCHOOL OF HOME ECONOMICS
DEPARTMENT OF HOME ECONOMICS EDUCATION

Dr. Carl W. Proehl
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Dear Dr. Proehl:

In compliance with the terms of Project No. OB-67-21, July 1, 1967 - June 30, 1968, "Gainful Employment in Home Economics," Phase II, I am submitting a copy of the report to you. The report is concerned with a seminar which convened on the campus of The Florida State University and the production of non-detailed curriculum guides on gainful employment in home economics to serve as working copies for the next school year.

It is anticipated that the report will serve to inform those interested in initiating seminars or other in-service educational experiences in certain evaluated guidelines. A number of the presentations were included as sources of worthwhile information on various aspects of gainful employment in home economics. In this manner, the seminar can be shared with an enlarged audience.

It is our hope that this report will prove to further vocational education in this and other states.

Sincerely,

Agnes F. Ridley

Agnes F. Ridley, Associate Professor
Home Economics Education

ACKNOWLEDGMENTS

Acknowledging the contributions of each individual to the success of the seminar and the off-campus class seems to be a huge task in view of the fact that all involved performed efficiently and effectively.

Mrs. Ava Gray, University of Arkansas, served most cooperatively and successfully as the director of the Seminar. The State Department of Education assisted in numerous ways and many members appeared on the program. Their encouragement and ever-willing and able contributions were most sincerely appreciated. Each consultant was excellent in the preparation and presentation of information.

For the special support and cooperation of Dr. Buis, Miss Champion, Miss Ferguson, Dean Glenn and Dr. Proehl we are sincerely grateful.

To the teachers and supervisors who participated in the Seminar and the off-campus class we wish to express our appreciation. Dr. Sam Hand and other members of the Office of Continuing Education cooperated to make the off-campus class possible with four sections in various parts of the state.

The Seminar and off-campus class would not have been possible without the excellent cooperation of Mrs. Shirley Gurney and the graduate assistants who prepared materials and generally assisted with all areas.

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CHAPTER I

SEMINAR

Background of the Report

During the early part of 1967, a survey[1] was conducted in the State of Florida for the purpose of assessing the occupational opportunities which utilize knowledge and skills derived from the field of home economics. Interviews were completed by home economics teachers in twelve representative counties. The selection of the 483 businesses to be surveyed was identified by systematic random sampling. Analysis of the data revealed the number and location of present employees and the anticipated increase over a number of years. The job titles were also clustered along with the required competencies.

The information obtained from the survey indicated that the opportunity for employment which utilized knowledge and skills derived from the field of home economics is great. But even though the need for trained workers has been established, a teacher who is capable of conducting the class must be located. In order to educate the employed teachers for conducting classes in gainful employment a seminar was convened on the campus of The Florida State University, July 10-28, 1967. Over one-hundred teachers and supervisors responded to a letter relative to their interest in attending the seminar. Of the seventy who were eventually issued formal invitations, fifty-nine attended for the three weeks of intensive in-service education.

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[1] Agnes F. Ridley, Gainful Employment in Home Economics, Phase I (Tallahassee, Florida: State Department of Education, 1967).

General Description of the Seminar

Purpose

The general purpose of the seminar was to furnish direction for home economics teachers and supervisors who were interested in, and who expressed a need for, classes in gainful employment. More specifically, the objectives were the following:

Cognitive:	(1)	To present factual information on gainful employment in home economics
Affective:	(2)	To develop attitudes, appreciations and understandings of gainful employment in home economics
Psychomotor:	(3)	To involve the participants in all aspects of the seminar.

Procedure

The procedure for the seminar was divided into three parts: (1) pre-preparation; (2) seminar; (3) post-seminar.

The pre-preparation consisted of drawing detailed plans for each session of the seminar during a conference session in December, 1966, attended by the principal investigator, the director and the occupational consultant in home economics in the Florida State Department of Education. An advisory board was formed and the seminar plans and program were submitted to each member for his or her suggestions. The final plans were formulated after revisions which included suggestions from the Advisory Board were incorporated. A copy of the program appears in the Appendix.

Evaluation

A checklist for procedures was compiled after a thorough investigation of rule books, leadership booklets, workshop manuals and guides which dealt with conferences, seminars, institutes and clinics. The checklist was submitted to representatives of the state and university who were known leaders in the field of in-service education. Revisions were made in line with their suggestions. The final copy of the checklist was utilized to evaluate procedures for the planning and conducting of the seminar. (See Appendix.)

Procedure

Evaluative questionnaires were developed after consultations with a statistician and the computing center programmer for guidance in validity and form. The questionnaires were submitted to a committee for evaluation as to structure, content, clarity and purpose. Revisions were made incorporating their suggestions. (See Appendix.)

For clarification in the report, the questionnaires were identified in the following categories:

1) Pre-post questionnaire: This instrument was designed to compare ninety responses of knowledge, understandings and attitudes toward gainful employment before and after instruction in the seminar. Twenty-four terms formed the basis for determining the significant cognitive learnings gained during the seminar. The significant affective learnings were measured on a Likert-type scale by the difference in responses of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree" by each individual participant to the same sixty statements before and after the seminar. The cover sheet of the pretest consisted of ten questions pertaining to background information on each of the participants. The cover sheet on the posttest consisted of ten questions designed to obtain the opinions of the participants regarding the effectiveness of the total seminar program.

2) Weekly summary: This questionnaire consisted of ten questions designed to allow each participant to express her opinion of the weekly activities and learnings.

3) *Daily evaluation*: This questionnaire consisted of seven questions that were structured for participant evaluation of each morning and afternoon session regarding the importance of content and method of presentation. The investigator was cognizant of the fact that some sessions combined two different topics and/or methods which limited the validity of this instrument since its purpose presumably was to evaluate each presentation. In general, however, the purpose of the Daily Evaluation Instrument was accomplished.

4) *Daily Sheet, open-end*: This sheet contained three questions by which the participant could express her opinion of each session within structural limitations. It served a dual purpose: (1) encouraged involvement of every participant every session; and (2) provided information and guidance for the pilot program. Space for suggestions was included for participants to offer opinions for improvement of the seminar. It was anticipated that these suggestions possibly could serve the purpose of altering the succeeding sessions of the present seminar and also serve as a basis for planning of future seminars.

5) *Final Evaluation*: This instrument composed of twenty-six questions was an adaptation of the U. S. Office

of Education evaluative device developed by CONPASS.[1] It was structured to measure in the opinion of the participants, the total effectiveness of the seminar in knowledge and skills, presentations, organization, emphasis and proportion of time.

Administration of Instrument

Each questionnaire was coded and identified by number. Each participant selected one number at random between one hundred and one thousand which designated her questionnaires for all of the sessions. The anonymity of the respondents was necessary to encourage maximum objectivity. The pretest was administered the first day of the seminar and repeated as the posttest on the final day of the seminar.

Copies of the daily questionnaire were numbered consecutively for each session and the weekly questionnaire attached to the last page with numbers continuing in sequence. The evaluative instrument then totaled eighty questions. The instrument was distributed to participants at the Monday morning session and collected at the Friday afternoon meeting of each of the three weeks that the Seminar was in session. For each session, two participants assumed the responsibility of distributing, collecting, summarizing and reporting of the daily open-end type of questionnaire. The final evaluation was attached and numbered in sequence to the posttest which was administered on the last day of the seminar. A copy of each of the evaluation forms may be found in the Appendix.

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[1] CONPASS, Contract No. OEC 2-6-001005-1005, Report on the Arts and Humanities Institutes of 1966 by Donald J. Gray (Washington, D.C.: By the Office of Education, 1966), pp. 1-4. (Pamphlet.)

Treatment of Data

The pre-post test questionnaire data were recorded on IBM answer sheets and tabulated by The Florida State University Testing Center. The IBM cards were submitted to the computer and analyzed at the .05 level of significance by means of the paired t test. The results showing the level of significance were presented at the end of each statement to facilitate identification of significant learnings.

The data from the daily, weekly and final evaluations were recorded on the IBM answer sheet and a value analysis was made by The Florida State University Testing Center. Descriptive data were summarized by frequency distribution and/or percentages presented in tables and graphs.[1]

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[1] Virginia Hollinger Slagle, "An Analysis of Procedures for Initiation and Evaluation of a Seminar" (unpublished Master's thesis, School of Home Economics, The Florida State University, 1967).

Data from the open-end questionnaire were summarized and reported daily to the group. A few selected pertinent comments were included in the study;[1] otherwise, the questionnaire data were not reported. The sheets (approximately 1770) were filed by session for further investigation by the pilot program curriculum committee.

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[1] *Ibid.*, p. 65.

CHAPTER II

DISCUSSION AND FINDINGS

The analyses of the data were organized and discussed in relation to the following: (1) the number and information data of participants; (2) the statements of significance in the pre-post questionnaires; (3) the daily questionnaires (IBM and open-end) for each session; (4) the weekly summary; and (5) the final summary questionnaire.

Responses were generally expected to reflect favorable attitudes especially since the participants had manifested an interest in the seminar prior to the formal invitation. Therefore, tables and graphs used in the discussion represent a contrast degree of the attitude measured. The total number of participants remained constant at 59 with 100 per cent return of the IBM questionnaire data; therefore, the number of respondents was not specified for each analysis of data.

Information on Participants

Fifty-nine participants were registered for the entire period of the seminar. The group consisted of 2 county supervisors, 44 senior high school teachers and 13 junior high school teachers representing 32 counties of Florida. Forty-three of the participants held the Bachelor's degree and 16 had received the Master's degree. The teachers' length of service in the field of home economics was ascertained as follows: 5 from one to two years; 5 from three to five years; 13 from six to nine years; 10 from ten to fifteen years and 26 for fifteen years and beyond.

The participants represented the various areas of Florida with 20 coming from the primarily farming and/or citrus areas; 7 coming from the primarily industrial areas; 17 from primarily tourist areas and 15 from other combinations or types of areas. The areas from which their school populations were drawn varied in size with as few as seven teachers from an area population of 5,000 or less and as many as twenty-one teachers from area populations of 50,000 or more.

The indicated purposes in attending the seminar were summarized as follows:

1) Over three-fourths (48) felt that the students need gainful employment education through the home economics curriculum.
2) One-half (30) indicated their purpose was for preparation to teach gainful employment classes.
3) Over one-third (23) wanted to upgrade their professional knowledge.

4) About two-thirds (37) of the participants had less than 5 years experience in the world of work outside the field of home economics education.
5) About one-third (20) of the participants' work experience has been in the food area.
6) Over one-fourth (11) had experience in the clothing area.
7) One-half (30) of the participants indicated the intended use of the knowledge gained was to initiate classes in the area of gainful employment.

Pre-Post Questionnaire

The data were analyzed by means of the paired _t_ test. The response to the Likert-type scale of each individual on the pretest was compared to her responses on the posttest. For each of the 90 questions, the mean response to one question in the pretest was compared to the mean response on the posttest. When if the _t_ value was 2.00 or greater, the change showed a positive significance at the .05 level; if the _t_ value was 1.99 or less, the change was not significant. When the _t_ value was -2.00 or greater, this indicated a change in the negative significance at the .05 level.

Attitudes, Objectives and Purposes

The instrument related to attitudes, objectives and purposes contained twenty-one statements. When analyzed, three statements (Items 2, 6, 10) were significant in the positive direction and only one statement (Item 19) was of negative significance.

The t value of 3.79 (Item 2) indicated that participants became significantly aware that "education for homemaking and education for employment do not have the same purposes and objectives." Item 6 at the 2.74 level of significance indicated that "employment education in secondary home economics might encourage young men to enter areas formerly filled only by women." Participants, therefore, became aware of the fact that the areas of gainful employment could fill the needs of both sexes. Participants showed a more positive attitude in relation to Item 10 which stated that "employment classes will encourage more critical thinking by the student." A significant response in the negative direction was indicated by the participants (Item 19) toward gainful employment classes beginning at the junior high level.

Implication of the Vocational Act of 1963

This section of the questionnaire included twelve cognitive statements related to the Vocational Act of 1963. One negative (Item 27) and one positive (Item 33) statement were found to be significant. Item 27 with a t value of -2.27 indicated that participants agreed that "vocational programs are not preparing people for a sufficient variety of jobs," but after information presented in the seminar they disagreed with this statement. Participants indicated at the 2.10 t value in Item 33 that more positive understanding toward on-going gainful employment activities were gained. It seemed that they were not aware that most states are participating in the wage-earning programs.

Characteristics of Students and Conditions

Of the eleven statements presented in this section, two (Items 39, 42) were found to be of positive significance. Participants indicated at the 3.01 level (Item 39) that "job titles will have to be dignified and carry status if the jobs are to be acceptable to the home economics students." Responses to Item 42 were indicated at the 2.55 level of significance. Participants expressed the opinion that "social class division would be further emphasized by attendance in an area vocational school."

Competencies and Weakness of Teachers

One negative and one positive statement were of significance from this section of seven statements. On the pretest, participants "agreed" (1.89) that wage-earning teachers do not have to meet certification requirements for teachers. After the seminar, they "strongly disagreed" (3.69 which indicated a -11.36 t value for Item 47) with the above statement. Participants indicated on Item 51 at the t value of 2.89 that "work experience should be introduced at the college level for teacher preparation."

Techniques, Devices, Facilities, Resources

Eight statements presented in this section yielded four positive and one negative significant change. After the seminar, participants indicated agreement at the t value of 2.97 (Item 52) that "there are many technical jobs which require a high degree of ability and competency in the cognitive, affective and psychomotor domains." The negative change in Item 53 suggested that participants thought "space and equipment could be interchanged between homemaking classes and gainful employment classes." After the seminar, they indicated that they thought these facilities could not be exchanged satisfactorily. This statement was significant at the t value of -3.20.

Item 54 resulted in a t value of 2.82. Participants seemed to learn through the seminar that "area vocational schools could more economically utilize recent industrial equipment than individual schools." Participants indicated a significant positive attitude in Item 57 (t value 2.45) by recognizing that "resource people could be used for one lesson at a time." Item 59 revealed a significant positive change (3.29) in the attitude of the participants who indicated that "field trips are valuable if they incorporate experiences needed in the occupation."

Evaluation Practices

Of the seven statements, three significant positive attitude changes were identified. Participants indicated according to the 3.03 t value that "evaluation is necessary to select and train persons for employment" (Item 60). In Item 62 at the t value of 2.65, the participants seemed to become more aware that the employment services administer many types of tests to potential employees. At the level 2.16 t value, Item 63 indicated participants agreed that an "additional evaluation in gainful employment classes would be the extent to which trainees are able to secure and to hold a job."

Terms

The section was a compilation of twenty-four terms related to gainful employment education. Of the twenty-four terms, twenty-two were significant which indicated the participants' gain of knowledge in terminology related to gainful employment. Of the ninety questions comprising the questionnaire, thirty-six were found to be significant in the positive attitudes and four were found to be significant in the negative attitudes.

Daily Questionnaires

Seven questions were checked for each half-day session on the IBM answer sheet. Responses were tabulated and presented by the number of responses and/or percentages. For clarification, specific groupings of responses were made and presented by percentages in bar graph for each session. Figure 1 is a graph of the percentage of frequency range of the evaluations of each session by the participants. It can be noted that the range is somewhat consistent in all areas except "effectiveness" (81%) which has a range from 14 to 95.

The following is an explanation of Figure 1:

Bar 1 (subject matter): combined choices of number one and number two responses which stated that the "speaker(s) demonstrated profound scholarship" and "broad and accurate knowledge."

Bar 2 (interest): combined responses of Items number one and two which were "extremely high" and "very high interest." This indicated above average interest of the participant toward the topic presented.

Bar 3 (thought stimulation): represents only the number one choice and indicated that the topic presented "challenged the participant to extra thought and effort."

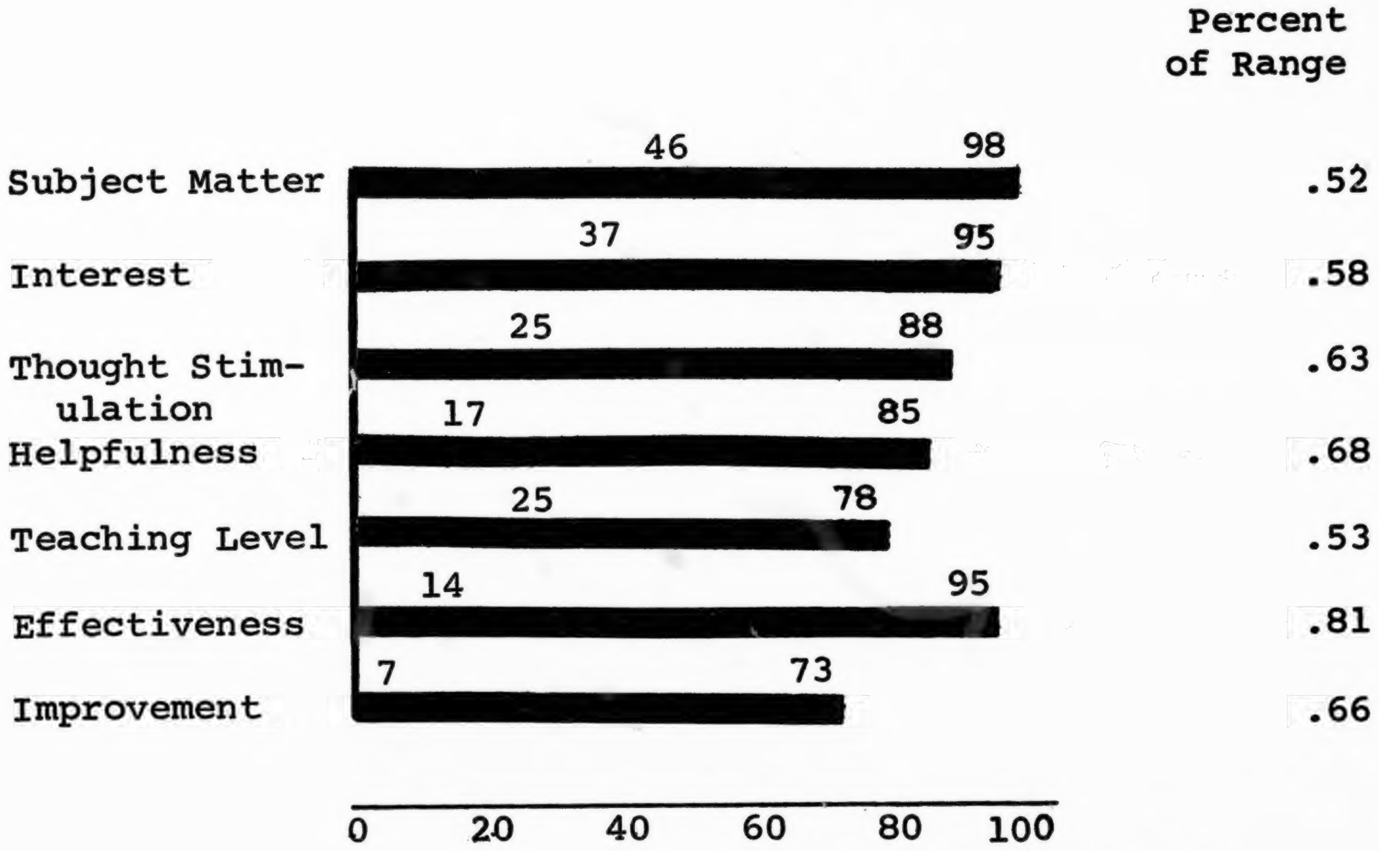

Figure-1. Percentage of Frequency Range Evaluating the Seminar Sessions.

Bar 4 (helpfulness): represents only the number one response and indicated that the information presented could be "very helpful" to the participants.

Bar 5 (teaching level): represents only the number three response choice and indicated that the "information presented would be suitable for introduction at the secondary level."

Bar 6 (effectiveness): combined responses of number one and number two choices. Indication is given that this presentation was one of the "most effectively handled" and/or better than most of the presentations previously witnessed by the participant.

Bar 7 (improvement): combined responses of numbers one, two, three and four indicated the means by which the "speaker(s) could have improved the presentation(s)."

Weekly Summary Evaluation

Responses to the 10 questions were recorded on an IBM sheet and tabulated by number and percentage. To aid in clarification and to indicate the quantitative degree of favorable response, responses were summarized as follows for understanding Figure 2:

Bar 1 (objectives): designates only the number one response of "clearly identified objectives" for the week.

Bar 2 (organization): indicates the "no responses." The question asked criticism of the week's schedule and participants were instructed to leave it unanswered if the schedule was satisfactory.

Bar 3 (facilities): the number three response of "average" was indicated for this area.

Bar 4 (presentations): the responses of numbers one and two were combined which indicated the "effective use of methods and techniques."

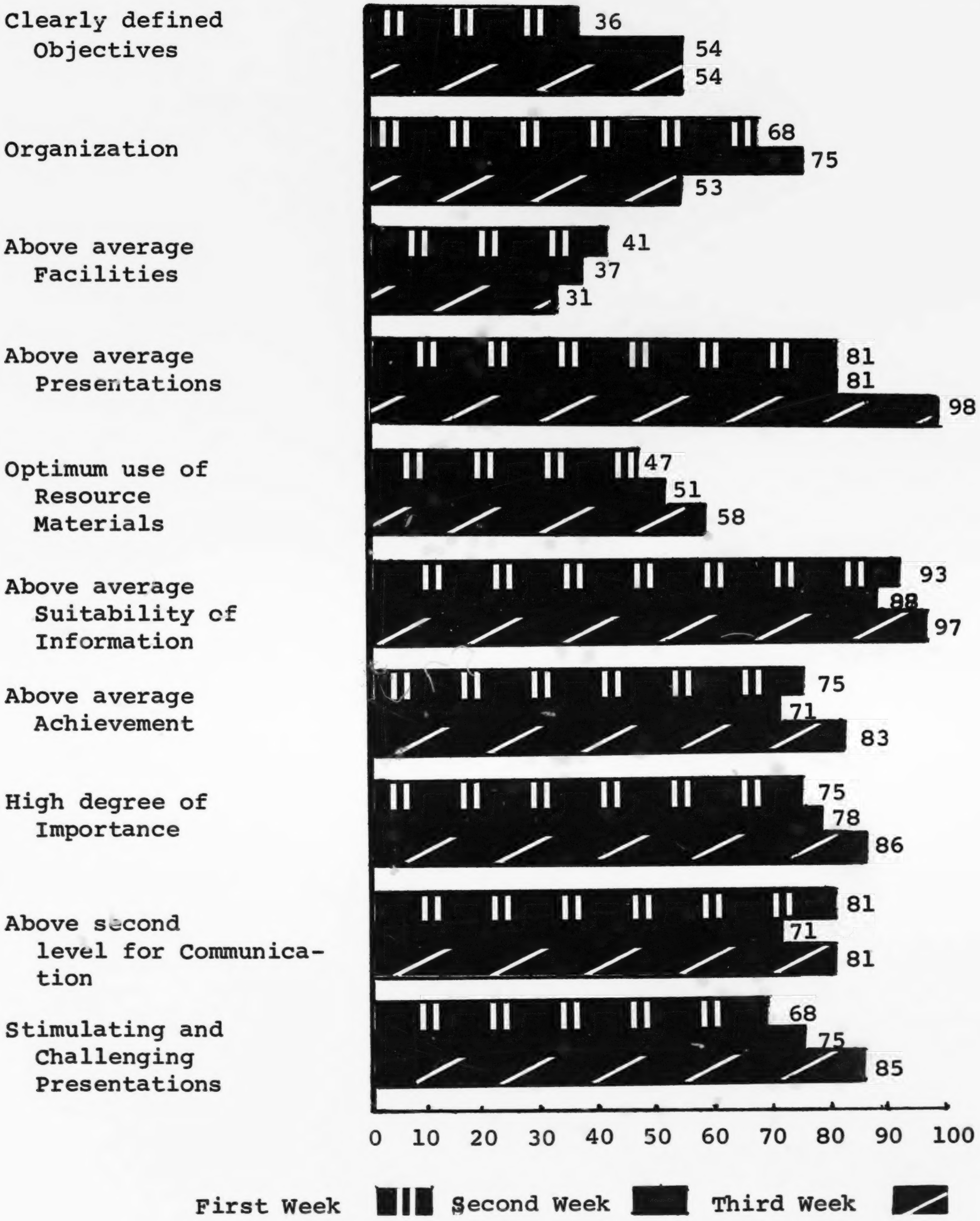

Fig.-2 -- Percentage of responses for the weekly summary by each week.

Bar 5 (resource materials): designated only the "optimum use and relevance of resource materials." (Number one response)

Bar 6 (suitability): combined "excellent" and "good" responses for rating the week's information presented.

Bar 7 (achievement): combined "excellent" and "good" rating for individual in gaining information.

Bar 8 (importance): designated degree of importance of material for successful program in gainful employment.

Bar 9 (communication): combined response of one, two and three for quantitative measure of "involvement."

Bar 10 (effectiveness): combined the responses of number one and two which indicated that presentations were "effectively handled, stimulating and challenging." The graph compared, by percentage, each week's summary.

The first week, one-third (36%) of the respondents judged the objectives to be "clearly defined." Slightly over one-half (54%) of the group checked "clearly defined objectives" for the following two weeks. About two-thirds (68%) of the participants indicated a satisfactory schedule for the first week. The responses checked for "organization" went up to three fourths (75%) for the second week. Less than one-half (41%) of the group rated the facilities "above average" at the beginning and this rating continually decreased as the seminar progressed.*

*This was due in part to the failure of the air-conditioning unit in the Sandels Building.

Presentations were rated "above average" by over three-fourths (81%) of the group the first and second week climbed to almost all (98%) of the group the final week. Resource materials were of "optimum use" to slightly less than one-half (47%) the first week and progressively rose to over one-half (58%) by the third week. Nearly all (93%) of the respondents checked "above average suitability of information" for teaching presented during the first week, and this rating progressed to ninety-seven per cent of the responses for the final week.

Again, individual "above average achievement" was checked by three-fourths (75%) of the participants the first week, dropped to slightly below three-fourths (71%) for the second week and increased to above three-fourths (83%) the third week. The high degree of "importance" of information judged by the participants to be necessary for a sound program of gainful employment steadily increased from three-fourths (75%) the first week to over three-fourths (86%) the third week. Communication denoted a level of quantitative involvement of the participants. Over three-fourths (81%) of the participants were involved the first and third week but less than three-fourths (71%) for the second week. A progressive increase from about two-thirds (68%) to over three-fourths (85%) indicated that the participants rated the presentations as becoming more "challenging and stimulating" as the seminar progressed.

Cover Sheet Posttest

Data from the ten questions which summarized the opinions of the fifty-nine participants were as follows:

1) All fifty-nine participants indicated a moderate and/or maximum degree of active involvement.
2) Fifty-four participants indicated that the seminar experience had been very enjoyable and worthwhile.
3) Fifty participants checked that cognitive learnings were of substantial quality and quantity.
4) Fifty participants checked that affective learnings were of substantial quality and quantity.
5) Forty-five participants rated the design of evaluative instruments to test effectiveness as very good or excellent.
6) Forty-one participants expressed their personal reaction to filling out the questionnaires as worthwhile and/or appreciated the opportunity.
7) Thirty-nine participants would recommend similar in-service training for all vocational teachers.
8) Twenty-five participants expressed the opinion that the total seminar was very well planned.
9) Twenty-one participants judged the pre-seminar information to be adequate and most helpful.
10) Sixteen participants checked that development of psychomotor learnings were of substantial quality and quantity.

Final Summary

To add to the reliability and validity of the study, the final questionnaire was the same evaluative device administered by CONPASS. In the area of knowledge and skills imparted, over three-fourths of the participants rated all five questions "outstanding" or "good." Under the presentations heading, faculty and guest speakers were rated "outstanding" or "good" by nearly all of the group. Approximately three-fourths rated the choice and conduct of field trips "outstanding" or "good."

Approximately three-fourths of the group rated the facilities of instructional equipment, group study and living accommodations "outstanding" or "good." About two-thirds found the facilities of library, group study and recreaction "outstanding" or "good," but only about one-third (37%) rated the classroom "outstanding" or "good."

The appointment of time devoted to instructional methods was judged to be "about right" as revealed by the frequency of the following responses:

1) Sixty-four per cent for lectures.
2) Seventy-one per cent for field trips.
3) Seventy-three per cent for free time.
4) Seventy-six per cent for individual study periods.
5) Seventy-six per cent for participation learning sessions.

6) Eighty-eight per cent for audio-visual presentations.

The instructional proportion devoted to subject area was judged "about right" by 80 per cent of the participants; also 80 per cent indicated that the proportion devoted to instructional methodology was "about right."

The total effectiveness of the seminar program was evaluated "good" by 29 participants and "outstanding" by 21 participants.

The study tested the hypothesis that there is no significant difference in learnings in the cognitive domain by the participants in the areas of gainful employment before and after the seminar. Twenty-two terms were significant at the .05 level to reject this hypothesis while two terms did not meet the required level for rejection.

The second hypothesis stated that there is no significant difference in the learnings in the affective domain by the participants in the area of gainful employment before and after the seminar. Eighteen statements were significant at the .05 level to reject this hypothesis, but forty-eight statements did not meet the required level for rejection.

The data revealed that the participants engaged in this seminar recorded forty statements of learning at the significant _t_ value of 2.00 and above. An additional nineteen statements indicated that the participants did attain some significance (above the _t_ value of 1.00) toward the positive change predicted by the research hypothesis. Therefore, based on the data, the seminar seemed to be effective.

Conclusions

Based upon the findings of the study, the following conclusions were drawn:

1. A well planned in-service seminar can result in certain learnings in both the cognitive and affective domain.
2. In relation to significant seminar procedures:
    a. Participants were critical of those activities which did not seem to fulfill the specified objectives of the seminar.
    b. A positive attitude was directly related to the degree of participant involvement.
    c. When given the opportunity the participants did evaluate the seminar with a certain degree of honesty.
3. The evaluative devices developed for this seminar revealed the following:
    a. The participants did not seem to understand and/or benefit from the empirical research presented.
    b. The participants indicated a desire for concrete resources and materials which could be readily applied to their individual situation.
    c. Interest declines when material is repetitive.
    d. Field trips should be planned with definite objectives in mind for maximum effectiveness.
    e. Individual study-work periods should be structured for meaningful activities.

f. This seminar type of meeting was not particularly effective in providing learnings in the psychomotor domain.

g. The attitudes of the participants were highly affected by the physical facilities.

h. The percentage of time devoted to certain types of information seemed to be effective.

CHAPTER III

POST SEMINAR

Following the seminar, non-detailed curriculum guides were produced by selected members of the group, a consultant, and graduate assistants for testing in the schools of Florida where classes in gainful employment were ongoing or were being initiated. The guides covered four subject matter and one general area: (1) child care services, (2) clothing and textiles services, housing and home furnishing services, (3) homemaker services, (4) institutional food services and (5) orientation to the world of work. The five guides ranged in length from twenty to forty pages and were organized in such a way that the teacher had sufficient space for additions, suggestions and general notes. The working guides were reproduced by ditto and were not edited carefully due to the lack of time and due to the fact that they were neither intended for completed nor comprehensive copies.

Copies of all five guides were mailed to teachers and supervisors who had attended the Seminar. In addition, copies were mailed to all county supervisors of home economics as well as the vocational directors in the counties of Florida. Mrs. Flora Conger, Consultant in child care services during the Seminar, sent numerous worthwhile materials after she returned to Atlanta which were reproduced as a supplement to the non-detailed curriculum guide for child care services. Copies of this supplement were subsequently sent to all who were on the first mailing list.

As the year progressed, numerous copies were requested by educators throughout the state. A few requests came from other states but widespread distribution was discouraged because of the unsophisticated style and lack of comprehensiveness of the working guides which were intended for assistance and for testing in Florida.

APPENDICES

THE FLORIDA STATE UNIVERSITY
SCHOOL OF HOME ECONOMICS
DEPARTMENT OF HOME ECONOMICS EDUCATION

SEMINAR ON GAINFUL EMPLOYMENT IN HOME ECONOMICS

July 10-28, 1967

The Sandels Building, Room 1

Monday, July 10

Presiding: Dr. Agnes F. Ridley

8:00 a.m.	Welcome: Dr. Hortense M. Glenn
8:30	Introduction of staff members and all participants: Dr. Agnes F. Ridley
9:00	Outline of procedure for the three weeks. Security officer: dispensing of parking permits.
9:45	Break
10:15	Review of Present, Past and Future Activities of Gainful Employment in Florida: Miss Allie Ferguson Pretest: Mrs. Virginia Slagle
11:45	Lunch
1:00 p.m.	Provisions of Vocational Acts of 1963; Interpretation, Application and Discussion: Mrs. Ava Gray
2:45	Break
3:45	New Dimensions for a New Era: Dr. Carl W. Proehl
5:00	Dismiss

Note: For titles of all program leaders, see list of consultants.

A few of the speeches were not available from the consultants; a few are included in Phase III.

Tuesday, July 11

Presiding: Mrs. Ava Gray

8:00 a.m. What Difference Does It Make Whether the Youth Learn to Work? Mrs. Ava Gray

9:45 Break

10:15 How Can Home Economics Profit From Gainful Employment Classes in the High School?
Panel of Teachers: Mrs. Ruth Reese
Mrs. Eleanor Lewis
Mrs. Patricia Mihalik
Mrs. Florida Cave

What Can You Gain From Participating in Research?
Dr. Kenneth Eaddy
Dr. Leon Sims
Dr. Virginia Bert

11:45 Lunch

1:00 p.m. Differences Between Objectives in Home Economics for Homemaking and in Home Economics for Gainful Employment: Miss Allie Ferguson

2:45 Break

3:15 Continue and also add discussion with specific applications from the group: Mrs. Ruby Cannon, Discussion Leader

5:00 Dismissal

Evaluators: a.m. Miss Valerie Barnes
Mrs. Helen Lipscomb

p.m. Mrs. Ina Mae Mitchell
Miss Sibyl Bullock

Wednesday, July 12

Presiding: Miss Allie Ferguson

8:00 a.m. Ways of Teaching These Students: Mrs. Ava Gray

9:45 Break

10:15 a.m. Interest of Administrators, Counselors, Teachers, Parents and Students in Courses in Gainful Employment in Home Economics: Mrs. Judy Holcombe Dowell

11:15 Lunch

1:00 p.m. Review of Pertinent Research on Students such as Underachievers, Slow-learners, Academically-handicapped, Physically-handicapped: Dr. Williard Nelson

2:45 Break

3:15 Continue with Dr. Nelson and discussion

5:00 Dismiss

Evaluators: a.m. Mrs. Isabelle M. Belton
Mrs. Oree D. Wilson

p.m. Mrs. Ethel Blanchard
Mrs. Ann DeMasters

Thursday, July 13

Presiding: Mrs. Ava Gray

8:00 a.m. Job Analysis: Miss Vivian Culver

9:45 Break

10:15 Ways of Involving Students: Mrs. Ava Gray

11:45 Lunch

1:00 p.m. What are Generalizations and Concepts? Why Important? Mrs. Ava Gray

2:45 Break

3:15 Continue with discussion and application: Mrs. Ava Gray

5:00 Dismiss

Evaluators: a.m. Mrs. Marquerite Goldsworthy
Mrs. Joy Kitching

p.m. Mrs. Julia Pickron
Miss Zula K. Trotter

Friday, July 14

Presiding: Mrs. Ava Gray

8:00 a.m. Demonstration on Techniques of Constructing Transparencies: Mr. Jack Binns

9:45 Break

10:15 Home Service Occupations Used by Homemakers: Miss Sue Collins

11:45 Lunch

1:00 p.m. The Psychology of Motivation: Dr. Don F. Driggs

2:45 Break

3:15 Continue discussion period with Dr. Don F. Driggs

4:15 Reactor panel to the first week. (Draw to see who participates; a total of six persons will be selected.)

5:00 Dismiss

Evaluators: a.m. Mrs. Dorothy Clark
Miss Myra Hancock

p.m. Mrs. Mable W. Wells
Mrs. Violet C. Moseley

Monday, July 17

Presiding: Mrs. Ava Gray

8:00 a.m. Slides and Discussion of Classes in Florida: Mrs. Elizabeth Harrington, Orlando; Mrs. Laura Turner Sperry, Tampa; Miss Valerie Barnes, Ft. Lauderdale, Chairman of Panel

9:45 a.m. Break

10:15 Questions and discussion on above presentations

11:45 Lunch

1:00 p.m. Group 1, Room 419. Methods and Materials for Teaching Gainful Employment in Textiles and Clothing: Miss Nadine Hackler, Consultant

Group 2, Room 1. Methods and Materials for Teaching Gainful Employment in Institutional Food Services: Miss Allie Ferguson, Consultant

Group 3, Room 411. Methods and Materials for Teaching Gainful Employment in Child Care Services: Mrs. Flora Conger, Consultant

2:45 Break

3:15 Continue with above

5:00 Dismiss

Evaluators: a.m. Mrs. Louise Converse
Mrs. Ruth Reese

p.m. Mrs. Florida Cave
Mrs. Elizabeth M. Brett

Tuesday, July 18

Presiding: Miss Allie Ferguson

8:00 a.m. General Methods and Techniques for Classes in Gainful Employment: Mrs. Ava Gray

9:45 Break

10:15 Demonstration of Use of Flannel Board, Miss Betty Lee Mann
Demonstration of Use of Filmstrip: Mrs. Judy Copeland More
Demonstration of Use of Flipchart: Mrs. Sylvia Wade Beaver

11:45 Lunch

1:00 p.m. Group 1, Room 419. Methods and Materials for Teaching Gainful Employment in Textiles and Clothing: Miss Nadine Hackler, Consultant

Group 2, Room 1. Methods and Materials for Teaching Gainful Employment in Institutional Food Services: Miss Allie Ferguson, Consultant

Group 3, Room 411. Methods and Materials for Teaching Gainful Employment in Child Care Services: Mrs. Flora Conger, Consultant

2:45 Break

3:15 Continue with above

5:00 Dismiss

Evaluators: a.m. Mrs. Ruby R. Cannon
Mrs. Jessie Fielding

p.m. Mrs. Laura Sperry
Miss Gladys Chapman

Wednesday, July 19

Presiding: Mrs. Ava Gray

8:00 a.m. Non-scheduled time

9:55 Break - return to Room 1 after break

10:15 Self Concept in the World of Work: Dr. Beverly Schmalzried

11:45 Lunch

1:00 p.m. Group 1, Room 419. Methods and Materials for Teaching Gainful Employment in Textiles and Clothing: Miss Nadine Hackler, Consultant

Group 2, Room 1. Methods and Materials for Teaching Gainful Employment in Institutional Food Services: Miss Allie Ferguson, Consultant

Group 3, Room 411. Methods and Materials for Teaching Gainful Employment in Child Care Services: Mrs. Flora Conger, Consultant

2:45 Break

3:15 Continue with above

5:00 Dismiss

Evaluators: a.m. Miss Lois Bray
Mrs. Patricia Mihalik

p.m. Miss Sybil Bullock
Mrs. Ina Floyd

Thursday, July 20

Presiding: Miss Allie Ferguson

9:00 a.m. Group 1. Lively Technical School
Group 2. Vicsha's Fabric Center-Custom Dressmaking
Group 3. Sears, Roebuck and Co., Custom Drapery Department

10:30 Group 1. Vicsha's Fabric Center-Custom Dressmaking
Group 2. Sears, Roebuck and Co., Custom Drapery Department
Group 3. Lively Technical School

11:00 p.m. Lunch

1:30 Group 1. Sears, Roebuck and Company
Group 2. Lively Technical School
Group 3. Vicsha's Fabric Center-Custom Dressmaking

3:30 All groups to Morrison's Cafeteria for cost control: Miss Allie Ferguson, Leader

Group 1. Leader: Mrs. Sylvia Wade Beaver
Group 2. Leader: Miss Sue Collins
Group 3. Leader: Mrs. Bonnie Greenwood

Evaluators: a.m. Mrs. Louise Ring
Mrs. Koleen Haire

p.m. Mrs. Katheryne Pryor
Mrs. Eva Corbett

Friday, July 21

Presiding: Mrs. Ava Gray

8:00 a.m.	Descriptions of Some Occupation in Different Areas in Home Economics: Miss Ata Lee
9:45	Break
10:15	Facilities for Gainful Employment Classes in Clothing and Textiles: Mrs. Ava Gray
11:45	Lunch
1:00 p.m.	Facilities for Gainful Employment Classes in Child Care Services: Mrs. Mary Ray
2:45	One half of group will tour the facilities for institutional food equipment at FSU: Miss Rovanna DuParc. Other half will have break.
3:45	Other half will have same tour
5:00	Dismiss

Evaluators: a.m. Mrs. Mae Hayes
Mrs. Marie Hudson

p.m. Mrs. Faye Grant
Mrs. Inez Mack

Monday, July 24

Presiding: Miss Allie Ferguson

8:00 a.m.	Professionalism: Dr. Agnes F. Ridley
9:45	Break
10:15	File demonstration and assignment: Mrs. Ava Gray
11:45	Lunch
1:00 p.m.	Relationships in the World of Work: Mrs. Dorothy Clark
2:45	Break

3:15 p.m. Supervised work on file

5:00 Dismiss

Evaluators: a.m. Mrs. Katherine Fisher
Mrs. Eleanor Lewis

p.m. Mrs. Eugenia Clark
Mrs. Elizabeth Harrington

Tuesday, July 25

Presiding: Mrs. Ava Gray

8:00 a.m. Evaluation of Student Performance: Mrs. Ava Gray

9:45 Break

10:15 Maintaining Student Interest: Mrs. Margaret Long

11:45 Lunch

1:00 p.m. Leader: Mrs. Bonnie Brooks Greenwood, Room 419

Group 1. Methods and Materials for Teaching Gainful Employment Classes in Home Services

Leader: Miss Sue Elaine Collins, Room 417A

Group 2. Methods and Materials for Teaching Gainful Employment Classes in Home Services

Leader: Miss Betty Lee Mann, Room 411

Group 3. Methods and Materials for Teaching Gainful Employment Classes in Home Services

(These teaching aids will be on exhibit in Rooms 417A, 419, and 411.)

2:00 Break

2:30 Field trip to Department of Agriculture: Mayo Building

5:00 p.m. Dismiss

Evaluators: a.m. Miss Bertha Masterson
Mrs. Cortez Cowart

p.m. Mrs. Gertrude T. Roberts
Miss Betty Lee Mann

Wednesday, July 26

Presiding: Mrs. Ava Gray

8:00 a.m. Opportunities and Characteristics of Identified Job Titles Which Utilize Home Economics Knowledges and Skills: Miss Betty Lee Mann

9:45 Break

10:15 Home Economics Related Occupations Grouped By The Clustering Technique: Mrs. Sylvia W. Beaver

11:45 Lunch

1:00 p.m. Room 417A, 419, and 411: General display of materials for file and of visual aids

(Take a break at your leisure)

5:00 Dismiss

Evaluators: a.m. Mrs. Helen S. Fuller
Mrs. Zula McLeod

p.m. Mrs. Ina Mae Mitchell
Mrs. Exa Mae O'Neil

Thursday, July 27

Presiding: Miss Allie Ferguson

8:00 a.m. Proposed Accreditation Standards: Mr. Bill George (30 minutes)

Certification Requirements for Teachers: Mrs. Claudia Collins (30 minutes)

Projects and Grants: Mrs. Sara Gilchrist (30 minutes)

9:45	Break
10:15	Question and answer period: Panel of above
11:45	Lunch
1:00 p.m.	Work on illustrative teaching aids in Rooms 1, 411, 417A and 419. Make your own choice
2:45	Break
3:15	Continue above
5:00	Dismiss

Evaluators: a.m. Mrs. Elza M. Shuler
Mrs. Ruth Fichter

p.m. Mrs. Jeanne Williams
Mrs. Helen S. Fuller

Friday, July 28

Presiding: Mrs. Ava Gray, Miss Allie Ferguson

Instructions: Miss Frances Champion
Dr. Agnes F. Ridley

NEW DIMENSIONS FOR A NEW ERA

Dr. Carl W. Proehl
July 10, 1967

We are on the threshold of a new era in vocational education. The unique aspect of this era is the rapidity with which it will become outdated.

We seem constantly to arrive at new thresholds. I shall not review our changing society and its attendant pressures which constantly move us to new thresholds. I shall only point out this: society holds us responsible for developing and conducting flexible vocational education programs that prepare a well-educated and well informed work force to live effectively in these dynamic times.

But, are we deeply and fully aware of the responsibility we accept in accomplishing that goal? We are constantly reviewing and evaluating current programs to determine ways of improving and making vocational and technical services in the state more effective. That constant examination continues to identify new questions and concerns as we strive to improve vocational education in Florida.

What are some of these questions, some of these concerns? One way to answer this question is to speculate a bit, and, in speculating, to ask other questions, the answers to which will give some direction for program development.

First, what are we really trying to do? As vocational educators, what is the task that society has set for us? As I view it, society expects several fundamental things from us. One, society expects us to prepare youth and adults for gainful employment. It expects us to take youth, while they are still in school, and prepare them for entry employment so that they become self-sufficient and have a foundation upon which to progress. Society expects us to take adults who are in need of training and retraining and upgrade them in their present employment or get them ready for new jobs holding greater promise or permanence. It expects us to take youth and adults who have dropped out of school and equip them to compete in a highly dynamic labor market. But that is not all. Society, also, expects more of people than job competence. Secondly, then, we are expected to prepare people not only to get and hold jobs, but to be competent family members and responsible citizens.

If we are to carry out this responsibility, it is essential that we never lose sight of the personal and employment cross-currents which are causing constant change.

One highly significant change has been the increase in the number of women who are entering the labor force. A report of the Bureau of Labor Statistics indicated that women composed 35 percent of the national labor force in 1965. In Florida, however, that proportion has already been reached by 1960. The report also shows that 85 percent of gainfully employed women were over 35 years of age.

Two major implications of these data are: (1) women are increasingly seeking employment, and (2) the life-work patterns of women are not continuous. Women tend to work briefly prior to assuming the role of full-time homemakers, to spend a brief period at home, and to return to the labor force when their children enter school. This change in life patterns of women is reflected in the increasing number of programs that prepare for gainful employment in home economics.

Traditionally, home economics education has been confined to instruction designed for useful employment in the home and for professional pursuits. The justification for such programs is simply that the home-and-family is a key institution in the social order and must be preserved and conserved.

The President's Commission on the Status of Women reported that new demands are being made upon women in the economic world, the community, and the home. Women often simultaneously assume several different responsibilities. In view of the fact that an increasing number are working and that the quality of family life must be maintained, we are forced to seek solutions to the social problems created by their dual roles as homemakers and breadwinners.

The emergence of home economics programs for gainful employment is only one of several exciting trends in education today. New programs recognize and respect the vocational value of an education. They encourage and promote the use of intelligent solutions to problems created by societal and technological change. As I see it, the rapid changes in our society have created a need for educational changes which, in turn, have had a real impact on the traditional home economics curriculum. Education of women which will prepare them for their dual role of homemaker and employee is truly innovative. It is my hope that these changes will be accepted and that home economics will continue to develop innovative solutions. We must recognize that change is a constant which we must accept.

Quite naturally, social problems have been intensified as women seek employment and re-employment in jobs for which they were unprepared. The magnitude of the problems facing vocational educators growing out of a rapidly changing labor market should be readily evident.

The rapidity of change creates a new relationship between our past, present, and future. We have no heritage of the future. Therefore, we must *project* such a heritage by a re-examination of historic contributions to human progress and relate them to current thinking and technological advance. As George Santayana, the eminent American philosopher once said, "A nation that does not know history is fated to repeat it." We must *create* a heritage of the future by examining the forces of change around us. We must attempt to understand how these changes originated, their probable future directions, and how to cushion ourselves against the "future shock" of improperly prepared workers, against the "future shock" of too few people capable of filling the available jobs.

The rapidity of change should be a challenge to the imagination and ingenuity of all of us. It should motivate us to experiment and, with increased willingness, to try out new concepts and to do so with less fear. For example, I can envision a well-rounded, effective program of vocational education looking somewhat like the following. In the upper elementary grades, probably grades five and six primarily, students would receive an orientation to occupations. This might consist of a single course or, more desirably, occupationally directed units of instruction as parts of existing subjects. Generally, emphasis would be placed upon (1) the world of work, (2) change factors, and (3) the dynamics of the labor market. Reading, field trips, audio-visual aids, and laboratory experiences would be used in developing student awareness of the significance of work and the interrelatedness and interdependence of jobs in society. Broad general concepts about the role of work and the importance of preparing for employment would be included. At this level, a study of employment patterns for men and women might be appropriate.

Building upon this introduction, junior high school pre-vocational courses would be designed to explore vocations and occupations in greater depth. The curriculum at this level would include a larger number of shop and laboratory experiences than in the elementary school. The junior high school curriculum must meet the needs of all students. One of the most critical periods for in-school youth is the junior high school years during which many youth leave school and hamper themselves permanently in the competition for job advancement. Therefore, pre-vocational instruction may need to take several different directions. For the youngster who plans to complete high school and continue into college, general home economics will probably provide an appropriate foundation for later occupational specialization. For the youth who will leave during his junior high school years, however, more intensive preparation is needed to equip him with rudimentary work skills which will improve his chance for employment. For such youth, shop and laboratory experiences more definitely oriented to gainful employment courses should be provided. I am using the term "laboratory experiences" to include work experience programs for selected students having economic or special academic needs. The work experience may be directly related to the occupation being studied or it may have a purely economic purpose and only an incidental relationship to vocational instruction. In any case, however, for the over-age and under-grade student, emphasis should be placed upon the development of occupational skills for more immediate use. It will be necessary for us to develop curricular patterns suitable to the need of students who are enrolled in these courses.

For example, in Broward County, a curriculum in home economics, based on this general design as it applies to girls, is being field-tested this year in nine schools. The junior high curriculum deals with the development of psychomotor skills. The senior high curriculum is articulated with the program, but emphasizes the development of cognitive learning and affective behavior based upon student interests.

In the senior high school, provision of vocational education becomes increasingly complex because student needs and goals are more diverse. We know that today only two out of ten students entering high school will ultimately receive a baccalaureate degree: that approximately one-third of all students entering high school will drop out before completing the twelfth grade. In reality, many of these will literally be pushed out. Eight out of ten of our children will need some kind of vocational training if they are to be successful in some area of employment. Those who find employment without training will generally be working in totally unskilled occupations or "dead-end" jobs which may very possibly be eliminated by automation. The essential fact is that in too many cases the formal education presently received by many students has very little to do with how to earn a living.

Pinellas County is developing an experimental secondary program of individualized instruction in home economics through learning activity packages. These curricular materials should provide for a greater diversity of student needs whether they be immediate employment, homemaking, or a professional field.

I have been concerned for some time over the apparent gap that exists between job requirements and training programs for the majority of high school graduates. In this state it may be that the established preparatory school program, ending at the twelfth grade, includes too little organized exposure to what "work" really means. The student is in school one day, unexposed to the work environment, and out of school the next, on his own, virtually unaware of what lies ahead. Experimental programs such as those currently being conducted in Orange County in occupational home economics may help to overcome this difficulty. These programs provide work experience in supervised food service and textile merchandising, and are attempting to bridge the gap between work and school.

However, it is of deep concern that the unemployment rate for our young high school graduates is higher today than it has ever been. Why is that? One reason is that it is becoming increasingly important to develop skills and understanding to a high level of proficiency in order to secure employment and advance in any occupation and many of our youth do not have the competencies needed for employment.

Today there are over one million young people between the ages of 16 and 21 who are out of school and out of work. These are the young people of whom the President's Commission on Education for Youth has said, "...They are tomorrow's cast-offs and chronic dependents who live in poverty of body and mind, and who will bring up their children in their own image."

To remedy some of these deficiences, to introduce program flexibility, and to prepare students for changing labor market requirements, it may be desirable to organize home economics instruction around clusters of occupations. No single basis for clustering has so far been uniformly effective. Several possibilities should be tried. In some instances occupations such as the clothing maintenance or food services may be satisfactory. In others, a collection of common job competencies may serve. In still others, places of employment such as department stores, hospitals, or restaurants may be suitable catalysts. Such experiences will be particularly beneficial for the many youth whose vocational planning is very uncertain at best. I wish to reiterate, no single approach will serve all purposes. Planned experimentation is needed to determine what program organization is most effective for high school students under any given set of conditions.

Also essential, however, are programs which prepare secondary youth for immediate employment when they complete or leave high school. Probably half of our high school youth have only a very incomplete and often unrealistic understanding of their employment potential in regard to labor market requirements. But about one-fifth of the girls are reasonably certain that they are bound for the professions, and about the same number have a definite career expectation which does not require a university degree. Both groups must have access to the kinds of experiences which will have most immediate value for them when they enter the labor market. Vocational programs, properly organized and taught, will help to meet the needs of both groups.

At the post-secondary level, vocational instruction will, of necessity, become increasingly specific. Many youth and their parents have deferred career decisions, but now the moment of decision is at hand. A broad range of occupational education opportunities must be made available in area schools and junior colleges so that talents and aspirations of the greatest number of youth may be chaneled in constructive occupational directions.

But even with this wealth of opportunities, certain very pressing vocational education needs of many communities will remain unmet. Economic and population growth will demand that there be more services, facilities, and manpower. The increase in employment opportunities for women will require more training and retraining programs. Expanded teacher-training programs, both preservice and inservice, will also be necessary.

In sketching this panorama of vocational education needs and opportunities, I have had two basic assumptions in mind. One is the need for continued systematic planning. The other is for experimentation, testing, and program innovation.

First, let me comment with regard to systematic planning. The importance of planning is evident and there is no purpose in belaboring it, but planning is taking on an added dimension. Formerly, counties and, often, specific vocational services, were able to plan and develop programs in "splendid isolation." The growth of area vocational-technical centers and junior colleges, however, and the concentration of employment in major population centers increasingly necessitate multi-county planning to permit only necessary duplication of programs and facilities to insure that major employment needs are met as they emerge.

This is not to say that unique county program needs will be ignored nor that the existence of successful ongoing programs of long standing will be jeopardized. It does mean, however, that we must continue to rely upon state and local effort to support established vocational programs. Our limited federal funds for grants-in-aid to counties must increasingly be used to help initiate new programs to meet new employment demands. To assist in equipping new facilities in area centers and secondary schools, and to strive to improve instructional quality and materials through conferences, workshops, seminars, and other similar activities. The ultimate goal, of course, is to provide a coordinated program of vocational-technical education which is available to the total population and which accurately reflects labor market demands of rural areas, urban communities, and metropolitan centers alike.

This brings me to my second assumption, namely, the importance of experimentation, testing, and program innovation. You are all aware that when vocational education was formally established in the public school system a half century ago, trades, crafts, and the vocations of agriculture and homemaking had distinct characteristics which were quite easy to identify and for which training programs were readily established. In addition, most of the occupations for which training was not provided required only low levels of skill which were readily acquired on the job.

Over the years, however, job specifications have changed. Job relationships have become more complex, occupations have overlapped, job requirements have increased, performance levels have risen. New occupations, undreamed of only a decade or two ago, have emerged. And the promise of greater and even more sophisticated employment needs is already on the horizon.

Let's look at a part of the picture for just a moment. In a statewide survey of employment needs in home economics related occupations, recently completed by The Florida State University and the State Department of Education, a significant demand was identified for supervised food service workers, alterationists and menders, homemaker assistants, and child day-care workers. Experimental curricula are being developed to train people for these occupations. Other curricular innovations are being instituted to meet the needs of youth and adults who attend junior colleges, or have special needs. Occupational programs being developed by two or more cooperating vocational services are planned to enhance the employability of another group of students.

Although planning, experimentation, testing, and innovation are being introduced through curricula, facilities, and new objectives, there are other program needs. For example, it is imperative that we evaluate existing programs and establish priorities for the objectives we wish to accomplish. We must upgrade teacher competencies to include acceptance and use of research findings in both subject and technique. It is necessary that we develop to a greater extent the scope and sequence of occupational home economics. A changed concept from individual to group supervision has been created because of the increased demand for supervisory services. Finally, it is necessary that we identify a realistic role for youth activities in the total home economics program. What are the relationships of all parts of the home economics program? How do these fit into the vocational picture? All vocational, technical, and adult fields are faced with similar problems. Creative and effective solutions must be found.

I believe that the area vocational-technical centers established by the legislature will assist us in answering many of the questions I have raised. But new centers and new facilities will not give us answere unless we plan to use them for this purpose. They are only devices, tools if you will, which are limited in their effectiveness only by our imaginations, our ingenuity, our vision. In devising programs for the handicapped, for example, we have a golden opportunity to experiment and to innovate. With planning, we need not be bound so rigidly by existing structures, we have an opportunity to serve people, not schedules. We can try new program patterns in all vocational fields, new organizations of instructional materials for all kinds of students, new methods of teaching at all levels of instruction. We must learn to work more closely with student service personnel in assisting youth and adults to make wise occupational choices within a personal-educational context.

With the continued cooperation, encouragement, and ingenuity I know that we in Florida can reach that goal.

WHAT DIFFERENCE DOES IT MAKE WHETHER THE YOUTH LEARN TO WORK?

Mrs. Ava. A. Gray
July 11, 1967

We shall consider this question from three positions: the individual, the family, and society.

Dr. Arnspiger and Dr. Lasswell in the book, Personality in Social Process, have classified all major social values sought by man. We shall use these values as a yardstick for examining the contributions of work to the individual, the family and society.

Social values as defined by Arnspiger and Lasswell are rectitude, respect, enlightenment, power, skills, economic security, affection and well-being.

In considering the social value, rectitude, let's first define the term. The American College Dictionary, 1963, defines rectitude as (1) rightness of principle or practice: the rectitude of one's motives (2) correctness: rectitude of judgment. Employment will assist an individual in developing a sense of personal responsibility for his own standards and behavior, and his judgment in decisions related to moral and ethical practices.

In order to be successful on any job there are certain personal habits that the individual must develop. Some of these are promptness to work, little absenteeism from job, getting along with superiors and fellow workers, taking orders and suggestions from superiors, honesty in handling money and tools, and skill and thoroughness of work. In addition, as the employee sees the relationship of these habits to not only holding a job but the possibility of a raise in pay and/or an advancement in position, the incentive should be present to become even more responsible for one's actions on the job. There is a carryover to other phases of one's life from the sense of pride that comes from doing a job well.

In addition to rectitude, respect is a social value. Work will help the individual to give recognition to herself and others based on merit and consistent with human dignity. The concepts that work is a way of life for women as well as for men and that there is dignity in all work should be stressed in training for employment. Being able to assume one's obligations to one's self by earning a living adds to one's self esteem. Carrying one's own load on a job and joining hands with others to get the job done helps the individual to gain a niche for herself, a place in the scheme of things. Self respect leads to the respect of others. When one is not burdened with feelings of inadequacy, one is freer to reach out to others with empathy and understanding.

Enlightenment is a third social value. This suggests knowledge about the past, present and future relative to decision making and problem solving. One of the major objectives of education is to teach people to become adept at learning. At present much emphasis is being placed on continuing one's education throughout life by formal and informal means. Having an income will open the doors to leisure activities such as attendance at the theater, church, concerts, art exhibits. I am assuming that the school will fulfill its obligation to introduce all students to music, art, theater, and literature in a manner that is realistic and meaningful to them; and at the same time acquaint them with the less expensive sources for continuing learning - the public libraries, art galleries, adult education centers.

If the student has studied home economics before enrolling in wage earning courses, she should have some skill in handling and managing money which will enable her to include hobbies and interests in the family budget. For many girls having the money to dress appropriately will be the deciding factor in participation in community affairs.

Power is a fourth social value for consideration. The term suggests the ability to participate in making decisions which affect one's life. Such phrases as "money talks" and the "power of money" express certain hidden truths. Economic means are the wherewithall necessary for an individual to become independent from parents. As youth become self-supporting parents loosen the apron strings and usually not before even though they may be married and have children.

With a job, a person has a future and can begin to make plans for it. For most girls this future includes marriage and children. For some of the youth the immediate future will be spent in continued education at a junior college, vocational school or a four year college and in part-time work. Grant Venn in his book, Man, Education and Work noted: "Today education must introduce youth to the world of work as well as ideas, since too few youth have the opportunity to learn about work through experience. The educational preparation of every youth must provide experience and learning that will enable him to move into his role in life, whether this be further study, either occupational or academic, or direct entry into the world of work. The education system must assume the responsibility for every individual's preparation to move on to the next step."

For a young man a job can make the difference in the decision to buy or steal a car. Attorney General Ramsey Clark recently testified before the House Education and Labor Committee. In his statement he mentioned that 88 per cent of all car thefts are by persons under 25, while 35 per cent of the car thefts are by persons under 18.

Skills are another social value of importance to man. Included in the full development of potential talents are manual, social, mental aesthetic, thinking and communication skills. How does work capability contribute to the development of all these skills? As youth begin to develop marketable skills, their perception of themselves often changes. The old adage that "nothing breeds success like success" is particularly significant for the disadvantaged and/or the slow learner. Success in manual skills may give them a sense of direction. Dr. Conant contends that appropriate contacts with the world of work motivate students to do better work in all academic subjects. It seems that they see a real purpose in knowing! Often they see school in a different light. Their attitudes toward developing competencies in all subjects may be changed after attainment in manual skills. Dr. Howard Hurst points out the immense irony of having young Negroes sacrificing and struggling through elementary and high school to meet all the requirements of employment except the ability to speak "standard English." Recently 161 girls were graduated from vocational high school in Washington, D. C. They had acquired acceptable skills in typing, filing, other clerical work. Only 2 of these girls were found to be employable by civil service, the telephone company, retail outlets, etc., because of their unique speech pattern. Then, if we conclude that youth need a proficiency in many of the basic skills, does the teacher of wage-earning also have a responsibility for teaching these students to think, to speak "standard English," to observe good manners?

Economic security is also a social value desired by man. Dr. Shoemaker, past president of the American Vocational Association noted, "Today we face the problems that no other civilization has ever solved - ever increasing welfare rolls and the growth of the number of people who through lack of education and lack of training do not fit into the changing world, but for the first time in history a massive effort is being made to eradicate poverty at all levels." He continued, "Our leaders in government are taking seriously the Biblical saying, 'You are your brother's keeper,' and they are mindful of the poetic lines, 'Ask not for whom the bell tolls, it tolls for thee,' words which point up the fact that the advantages of our modern technological society cannot be reserved for one part of the population and unattainable for another. This is true even though parts of the population may not have the background, the drives or goal structure to desire to participate in the benefits."

Many leaders show some concern that the jobs resulting from high school training that use the knowledge and skills of home economics often pay a minimum wage. They ask, "are these dead end jobs?" Will these students be able to progress up the ladder of economic achievement?" Perhaps, for some a job that pays the minimum wage scale will be a major achievement, and for others these jobs will serve as stepping stones into more skilful, better paying employment. I have a lot of faith in the potential of human beings for growth once they are set free of debilitating influences.

Love and affection. Does earning a living contribute to the ability to give and receive love through family, individuals and groups? We are cognizant of the fact that to give and receive love is taught - taught tenderly and consistently through the family setting over a long period of time. From the way the tiny baby is held in his mother's arms to the way Dad ruffles the hair of a teenager, love is communicated to the individual. In the community, acceptance by peers and teachers strengthens the individuals' capacity to relate to others to build ties of friendship. Today too often in all economic levels of society this part of emotional growth is neglected. Many factors such as women at work outside the home, mobility of families and "passive" entertainment weaken lines of communication, and thus, hinder the individuals growth in responsiveness to others.

However, the funds to buy clothing and grooming supplies will bolster the self-image of teenagers. Money to spend for malts, hamburgers and drive-in movies will enhance their feeling of belonging to their peer group and even to the human race! The sense of belonging should begin to eliminate much of the violence that is done by the drop-out and the untrained.

The job itself will serve as a meeting place to make new acquaintances, a new opportunity to move out of one's circle into an expanded environment. The anthropologist, Ashley Montague says, "The primary purpose of a genuine educational institution is the making of an educated human being." He goes on to say, "By this, I mean an individual who is able to relate himself to other human beings and to the whole world in which he lives in a warm, loving and cooperatively creative manner."

The last major social value is well-being, the mental and physical health gained through realistic efforts to overcome tensions of frustration, fear and anxiety, ultimately leading to maturity, the major aim of the school. Since we are aware that the ability to earn a living often affects the social values cited before, we recognize that this ability also contributes to the social value, well-being. As each of these social values emerges and converges they tend to reinforce the development of each other. But the whole is always more than a combination of its parts. So it is with the social value, well being. It influences and is influenced by each of the other social values and in turn, evolves into a significance of its own, resulting in the full development of an individuals' potential for growth.

I have tried to show the positive relationship of earning a living to the development of the major values sought by man, as defined by Arnspiger and Lasswell. It seems to me that it is quite apparent that it makes a great difference to the individual whether he learns to be a productive worker or not.

Now, we will consider what difference productive working makes to the family. In the immediate family, the individual sets a pattern for others to follow. Other members are encouraged to become trained for work, to stay in school. The beginning of the attainment of respect and rectitude will likely rub off on other family members. Notwithstanding the fallacy of generalizing from one incidence, I should like to share a personal experience with you. My oldest sister went to business college and got a job working in town. This probably had more to do with her seven younger brothers and sisters' future employment than she or any of us will ever know. We had lacked vision. But from then on an 8th grade education and marriage in a small community was just not enough. We were quite poor and poor by the standards of our time. But if my sister could move out into a bigger world, so could I! In a family the idea that I too can become independent economically is highly contagious. The concept generates many goals and sets in motion a train of actions. You may say, "But the family of the poor is so different today." Even though that be true, cannot the same potentials for growth be invigorated?

The ability to earn a living will have far reaching effects on the families these youth will establish. First of all if the poverty cycle is discontinued, these young people truly become contributing members of society with all the pride and dignity that is present when one gives rather than receives. Justice Oliver Wendell Holmes once remarked when paying taxes, "This is my way of buying civilization."

These persons will be able to plan realistically for their futures, to establish homes, to build continuing relationships within the family. The lack of money and problems related to handling money are major reasons for the prevalent divorce rate, according to authorities. The feelings of dispair and other forms of frustration that parents have when they cannot provide adequate goods and services for the family should not dominate the actions of these young families. The improved physical and mental health with new goal structures shoud enable them to become participants in community affairs - school, recreation, civic, church.

John W. Gardner, Secretary of Health, Education and Welfare, told the graduates at the commencement exercises at the University of Arkansas this June, "Life is not a mountain that has a summit, or game that has an end. Life is a process, and meaning is in the process. Life is an endless unfolding." Mr. Gardner concluded this address with these words, "I will not wish for you success in your life, but rather meaning. Success as the world measures it is too easy. Meaning is something you build in your life. You are the only one who can put the ingredients together." Now, I ask you, "Is becoming a first class citizen one of the ingredients which give meaning to life?"

May we conclude that the development of social values go hand in hand with the development of wage earning skills for the individual and that the development of these values in turn influence the solidity of the family? Then what effects does this have on society? There are many. Let's consider a few. A democracy's strength depends upon the enlightened citizens' envolvement in civic and political affairs and upon strong family units. The economy of the nation is related to the productive capacity and buying power of every citizen. The seriousness of the drop out problem was pointed out by Deton J. Brooks, Director of Research and Statistics for the Cook County of Public Welfare. He brought out the fact that if the 17,000 students who dropped out of Chicago schools in the 1960-61 school year remain on the welfare assistance rolls for 50 years, the cost to tax payers in public aid alone will be $510 million.

Just think what could happen if the major portion of the money spent for welfare and the prevention of crime could, instead, be spent for research in education, medicine, safety of cars and highways, the eradication of slum buildings and areas, the building and stocking of libraries, the provision of recreational facilities? Utopia?

Before a person walks, he learns to crawl. Our efforts in home economics toward educating youth specifically for employment is hardly in the crawling stage, but it is a beginning. And it will make a difference to the individual, her family and the society in which she lives.

Hence, you as teachers of wage earning classes have an important new role to play in the education of youth. There will be set backs and sometimes failure. There is a lot to learn but I am confident that you will prove equal to the task. I should like to close by quoting Theodore Roosevelt, "Far better it is to dare mighty things, to win glorious tasks though checkered by failure than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows not victory or defeat."

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INTEREST OF ADMINISTRATORS, COUNSELORS, TEACHERS, PARENTS AND STUDENTS IN COURSES ON GAINFUL EMPLOYMENT IN HOME ECONOMICS

Mrs. Judy Dowell
July 12, 1967

I am so pleased to have been given the opportunity to tell you today about my part of the research grant. As you can well imagine, it took a large portion of the time that I was working for my Master's, so you can be sure that I hold it dear.

The title of my thesis is "Interest of Administrators, Counselors, Teachers, Parents, and Students in Courses in Gainful Employment in Home Economics." When this topic was first selected, I pondered it for quite awhile and decided that there were a few things I wanted to know. You might also have some notion as to what might be found. Since my variables were to be race, socio-economic status, and different groups, there was a great deal of data to be analyzed.

My first step was the selection of an instrument to test my hypotheses. A suitable one was found which had been developed by Dr. Alma Bentley which seemed to measure most of the variables under investigation in this study. Permission to adapt this instrument was secured from Dr. Bentley and it was then subjected to certain changes. Socio-economic status of the parents and students was determined with the use of the McGuire-White Short Form. However, socio-economic status was not determined for teachers, counselors, or administrators since it may be assumed to be middle class. A question indicating race was also included for all five groups.

The major part of the questionnaire was an attitude scale of fifty-five home economics related jobs available to high school graduates. If you will look on your copy, you can see that the jobs cover just about every area of home economics. A questions concerning ease of inclusion in the curriculum and usefulness to high school girls was also asked. The questionnaires were identical for the administrators, counselors, teachers, parents, and students except in the manner in which they answered the questions. For instance, if a job was answered with a 1 (one), the meaning differed slightly for each group. For the student this meant that she would be eager to do this job; for the parents this meant that they would be eager for their daughter to do this job; for the home economics teacher this meant that she would be eager to teach this job-related skill; for the counselor it meant that he would be eager to counsel students to study for this job; and for the administrator it meant that he would be eager to have this area of vocational home economics taught in his school.

In order to insure reliability, the instruments were pretested by a small group of administrators, counselors, home economics teachers, ninth and tenth grade home economics students, and parents of those particular students. Reliability was originally established by Dr. Bentley, but it seemed advisable to retest it because of some additions and deletions. The pilot study was conducted in Tallahassee at Rickards High School, predominately white, and Lincoln High School, predominately Negro.

The next big step in this project was selecting the sample. With the approval of Miss Frances Champion and Mrs. Margaret Long, Duval County was chosen as the location. All high school principals, assistant principals, guidance counselors, and home economic teachers in the Duval County school system were sent questionnaires. Three Negro schools and three white schools were used to obtain the parent and student sample. These schools were selected in order to obtain a variety of socio-economic levels and also to obtain a cross-section of the county.

After all the questionnaires were collected, the data were key punched and tabulated at The Florida State University computing center. In order to facilitate analysis of the data all questions answered with a 1, 2, or 4 by each group were taken as a "yes" answer or rather, a positive attitude, while all questions answered with a 3 or 5 by each group were taken as a "no" answer or a negative attitude.

These fifty-five jobs were then categorized into four main areas for analysis, and these categories were: (1) child care services, (2) institutional and food services, (3) home services, and (4) clothing, textiles, and home furnishings. A "Miscellaneous" category was also included for those jobs which could not be included under the other four for various reasons.

To go back a little, you might be interested to see the distribution of the five groups by race. You can see that more than half of the students and parents were Negro while only about one-fourth of the teachers, counselors, and administrators were. Also, looking at the distribution of parents and students by socio-economic status, you can see that the majority of the sample came from the lower classes.

Now that you have some sort of background on the project, I would like to discuss with you my results, and will do so taking each of the four categories separately.

Child Care Services: Over three-quarters of the Negro sample favored this area with the white sample favoring it only slightly less. Socio-economic status indicated no significant differences in the attitudes. One apparent trend for the students was a more positive attitude within the lower socio-economic levels. No such trend was apparent for the parent sample. The counselor sample favored this category greatest (90%) with the parent sample expressing the least positive attitudes (69%). As a whole, however, child care services received the most favorable attitudes of all job categories. Child care services were also found to be considered to be the most useful to high school girls by all five groups. The job of "baby sitter" and "helper in children's hospital ward" were predominant favorites. In regard to ease of inclusion in the curriculum, this job category ranked second highest. Again the job of "baby sitter" was selected overwhelmingly.

Institutional and Food Services: Attitudes toward institutional and food services were found to be slightly more favorable by the Negro sample than by the white sample. No significant differences in attitude were found between the races; however, within the races, a significant difference was found between the groups. The white sample indicated a range of 88 percent for the counselors to only 42 percent for the students. A similar relationship was noted also for the Negro sample. Institutional and food services ranked third of the four categories in usefulness to high school girls. The jobs most often selected were "waitress," "helper in hospital ward," and "caterer's assistant." This category maintained its ranking of third also in ease of inclusion in the curriculum. The jobs believed to be most easily included were "waitress," "helper in lunchroom," and "caterer's assistant."

Clothing, Textiles, and Home Furnishings: Withing the student sample, only one-third of the white sample answered positively toward this category while over one-half of the

Negro sample expressed positive attitudes. This relationship was found to be significant at the .05 level. No other relationship regarding race or socio-economics status was found to be significant. Over two-thirds of the Negros favored the category with the white sample favoring it only slightly less. When the five groups were compared using the white sample only, a significance level of .001 was obtained. Disregarding race or socio-economic status, one-half of the students and parents expressed positive attitudes toward this category while over three-quarters of the teachers, counselors, and administrators answered positively. Clothing, textiles, and home furnishings ranked second highest in usefulness to high school girls. The jobs of "dressmaker," "seamstress," and "sales clerk for dress goods" ranked highest. This job category was selected highest of all categories for ease of inclusion in the curriculum whith the job of "dressmaker" being chosen most frequently.

Home Services: None of the data in this job category was found to be significant. Two-thirds of the Negro sample expressed positive attitudes toward home services while little more than one-half of the white sample did so. Home services were felt to be least useful to high school girls by all five groups; however, there were a few frequently listed choices; "family dinner service specialist," "homemaker's assistant," and "household assistant for full-time employed homemaker." Home services were also considered to be lowest in ease of inclusion in the curriculum by administrators, counselors, and teachers. The only job that received a better-than-average popularity in this group was the job of "family dinner service specialist."

The data from this study indicated rankings of attitudes toward home economics related jobs. Rankings by job categories were as follows: child care services - first; institutional and food services - second; clothing, textiles, and home furnishings - third; and home services - fourth. No significant differences were found in any area concerning socio-economic status, and only few relationships were significant with regard to race and group. These findings are consistent with a similar study completed by Helen Loftis in 1966. She found that the most appealing jobs were those involving care of children and health or medical services. She also found that level of appeal was independent of social status.

In general, parents held a less favorable attitude toward home economics related jobs than the students. No attempt withing this paper has been made, however, to determine reasons for this.

When the four main categories were ranked as to their usefulness to high school girls, their order was as follows: child care services; clothing, textiles, and home furnishings; institutional and food services; and home services. This indicates that their attitudes toward the job categories and their feelings of usefulness of the job were very similar.

This same relationship did not hold true, however, when administrators, counselors, and teachers were asked their feelings regarding ease of inclusion of the various jobs in the curriculum. They rated the categories as follows: clothing, textiles, and home furnishings - first; child care services - second; institutional and food services - third; and home services - fourth. This would indicate possibly that the areas which were most favorable were not necessarily those that would be most easily included in the curriculum.

In closing, I would suggest that race and socio-economic status need not be considerations when planning wage-earning programs except to realize that this program in general would probably be better accepted by the Negro group and by the lower socio-economic levels.

RESEARCH ON EXCEPTIONAL CHILDREN

Dr. Willard H. Nelson
July 12, 1967

1. The deviant pupil is, first of all, a child.

2. Consequently his behavior is, to a very important extent, a function of the contingent relationship of behavior and reinforcement; i.e., a learner does that which is, or is similar to, that for which he is reinforced. Refer to Staats and Staats' Complex Human Behavior.

3. A learner does that which he can do; i.e., if a task which the teacher or parent intends to require is not in the child's repertoire, the task must be analyzed to discover what requisite components still have to be mastered in order for the intended task to be a reasonable goal. Failure to accomplish task analysis is teacher failure, not pupil failure.

   Number 1 and number 2, listed above, are major reasons why the teacher's work is professional in its demands. They are also reasons why home economics teachers have very important advantages in teaching, in that the tasks have, in high proportion relative to some academic subjects: (1) good opportunity for observation of overt behavior in the processes of the learner's attack on the task and (2) a good probability of intrinsic reinforcement or of teacher observation of performance so that the teacher can make her reinforcement contingent upon appropriate learning behavior of the learner. E. g., in food preparation, the learner's failure in task breakdown into components can be observed and appropriate conditions for mastering the component(s) can be provided. Also, as appropriate learning behavior emerges, approbation can be exhibited by nod, smile, word, gesture, or by welcoming approving overt recognition by the learner's peers.

4. Attention span is not an entity. Rather, attention span is specific to the task. An adult is unlikely to stay long in a failure situation; we demand staying twelve

long years (or longer) on the part of many children whose real failure is teacher failure to know and apply task analysis to individual learners and to know and apply reinforcement principles consistently.

5. All learners are affected by task analysis and by reinforcement. In addition, however, there are specifics which may be modified.
    a. One class of obstacles to learning which lies within the learner is that of sensory deficiencies. If a hearing loss, for example, is suspected, attention of a specialist should be sought; this referral, and persistent interest in whether the referral attention has actually been obtained, may be the teacher's principal contribution. A second contribution may come by teacher support of child and parent action recommended or taken by the specialist. Going a second and even a third mile may be of incalculable help, as it could have been in the case of one of the writer's friends. In this case the friend as a child, completely and permanently lost his hearing in one ear and suffered some permanent facial paralysis--for lack of someone who would stimulate and help his migrant parents to obtain appropriate medical attention. A third contribution may come through the teacher's appropriate adjustment of learning tasks and situation to the learner's resources; e. g., as simple an adaptation as seating the youngster near the teacher, for both auditory and lip-reading purposes, in case of hearing loss. In addition, communication with other teachers, administration; guidance, etc. may be very helpful.

    b. A second class of problems is internal, as in infection, etc. For such problems the above principles also hold, even though some of the problems may be very temporary; others may be very persisting.

    c. Motor impairment is a third class. These may be temporary deficiencies of control, as in a sprain or other injury, or persisting deficiencies as in the case of cerebral palsy. Again, attention of a specialist should be assured, and recommendations followed carefully and judiciously; medical follow-up should usually be promoted; and accommodation to the impairment made. In the case of long-term disabilities, extraordinary effort may be called for on the part of parents, teachers, and child to treat the child as a normal member of the class. One of the writer's students whose backbone was punctured by the doorhandle in a car accident returned to college. She resumed normal living patterns aside from having to have help up and down stairs in her wheel chair.

6. Slow learners do learn. For their level of attainment, they retain learnings as well as normal and fast learners do. That is, if slow learners learn Task A, which is as difficult for them as Task B is for average learners as Task C is for fast learners, all three groups will retain their tasks equally well, according to University of Wisconsin researchers. This kind of experimental work is supported by Underwood's conclusion that "the rate of forgetting is independent of the rate of learning." This is to say that if we know nothing else about an individual other than that he is a slow learner, it is equally likely that he will forget quickly and that he will forget slowly--or anything in between. And the same prediction applies to fast learners--or to average learners.

   This adds up to hope for much more accomplishment than many teachers have expected.

   But note that it adds new dimensions and demands of task appropriateness, of task analysis, of appropriate practice (not mere practice) and of appropriate reinforcement.

7. The Baller-Charles-Miller sequence of follow-up on the one group of individuals who when they were in elementary schools tested below 70 on the Stanford-Binet Test of Intelligence and Jack Dingman's follow-up of a large group of individuals who had been in special education classes for the mentally handicapped both serve to establish the same conclusion about seriously educationally disadvantaged individuals. A high proportion of them do become wage earners and socially independent members of society. And very recent experimental efforts with the

mentally retarded, at least those at the "educationally mentally handicapped" and "slow learner" levels, indicate that even the majority of that group which did not become independent wage earners in the above studies might have been helped to join the wage earning group.

We are in a time in history in which the potentials in human beings are being discovered and in which a neglected segment of human beings is being welcomed in to development and utility instead of being hidden in shame.

I would reiterate the overriding importance of (1) task appropriateness, (2) task analysis, and (3) reinforcement. Nothing succeeds like success. This is success that is not handed on a platter but that is made attainable.

8. Learners with emotional problems may need special attention. But the teacher who has such a youngster in class and virtually all disturbed children are in classes--can be a very vital influence. Some teachers working with school psychologist friends of mine in two counties are "converting academic anarchists into academic capitalists" through (1) recognizing the child as a real individual, (2) helping the child engage in tasks in which he can achieve success (choice of task appropriateness), and (3) reinforcing behavior that is a closer approximation of the desired behavior than is usual with the learner--this is called "shaping"--and (4) ignoring many behaviors to which previously they responded in annoyance (but actually were reinforcing and perpetuating by giving attention of any kind.)

JOB ANALYSIS - AN APPROACH TO CURRICULUM DEVELOPMENT

Miss Vivian Culver
July 13, 1967

Any way you say it -- curriculum development spells work. It takes time, thoughtful reflection, some fundamental know-how, and it takes daring. By daring I mean a willingness to try something different. Recognizing you may find yourself wrong before you find that which is better or that which is right. Today's popular word for such a capacity is creativity. I am not exactly sure what the thinkers of the day mean by "creativity," nor am I certain they have made it abundantly clear to each other. But that doesn't matter - the hopeful thing is that we are beginning to describe qualities and capacities in people which keep a society alive and vibrant and which prevent it from "going to seed."

It has been a long time since I have read anything that has stirred me as much as John W. Gardner's latest book, Self-Renewal (Harper, 1965). This type of ferment expressed in this volume has everything to do with teaching and the process of education. It has to do with my work and with yours because we are in the business of shaping the lives of others. Our prime interest as teachers must be the individual. It cannot be the text, nor the workbook, nor the project. Our prime interest must not be the curriculum per se; it must be the behavioral outcomes we seek in the individual through the shared experience - the curriculum.

In a sense our society is "boxed in." As we have matured, we have become a highly organized nation. Nothing seems simple and clear-cut anymore. We call it red tape. Every organization worth its salt has a policy book that tells (or hopefully so) every employee what to do under any foreseeable circumstance. And with great regularity, this policy book gets revised to keep people in line. This "boxed-in" society has become very specialized in most aspects of its activities. Ponder for a moment the specialization within your professional group - Home Economics. How many special branches can you recite without stopping. Many, I am sure. I can do the same for nursing. My point in bringing this matter to your attention first is to help set the stage for your thinking about gearing yourself to become actively involved in the occupational side of Home Economics.

The Vocational Act of 1963 included Home Economics in occupational fields. This represented, and still does I presume, an awesome spectacle to some of you. Maybe it even shook the roots of orthodoxy. Maybe you have had a real struggle within your own mind as to how such an innovation could find room to exist in the time-honored doctrine of Home Economics as it has developed its well-honored image over the years. If it is of any comfort to you, the roots of orthodoxy in nursing have been shaken too by new edicts eminating from the voice of society. And so have the roots of medicine, and social work, and yes, education itself.

No part of our "boxed-in" society has been left untouched nor can it be or should it be if we are to be a vibrant, virile, dynamic society. So what we are dealing with in Home Economics in occupational fields is a fact of life. You have responsibility for training people for wage earning. You must provide programs which prepare people for the world of work. Some of these occupations are so new that all they have is a title with a number in the Dictionary of Occupational Titles followed by a few general statements about the job. The designated educational arm of the public school system is expected to proceed from the title and the few general statements to develop programs to train these many types of workers.

To develop an occupational program means you must develop a curriculum or a course of study first. You need to select and organize into a meaningful sequence a series of selected learning experiences which in the end will arm that learner with enough knowledge and skills (accompanied by appropriate attitudes) to fill the job as a beginning practitioner. As I stated in the beginning - curriculum development spells work with a capital W. But I challenge any real teacher to deny that it is a rewarding experience which abounds with opportunity for teacher self-expression and innovation. A faculty faced with the responsibility of developing new programs can find this an exceedingly exciting experience if the climate permits such excitement. One condition that may need treatment to permit or provide such a climate is the condition we might call "hardening of teaching arteries." The symptoms of such include: resistance to change, inflexibility, tunnel vision, complacency, "let's not rock the boat," maybe we should wait, someone else will work it out and we can see what they think and start by criticizing that," or the "dyed in the wool" attitude that such and such a program responsibility has no business being placed in our well-insulated professional cocoon. Humans resist change and teachers are no exception. Fast-moving change calls for human adaptability.

There are many roads up the hill to curriculum development; there are many ways to approach it. The approach selected for this morning's discussion is the Activity Analysis or Job Analysis Approach. First, let's try to define activity analysis/job analysis. We know that society is demanding certain types of workers; the DOT lists many familiar ones and many new, unfamiliar ones that seem to come into being as a result of the complexity of our society. Workers (all levels - no profession untouched) are becoming more and more specialized; this includes workers at all levels. Everybody has something they seemingly must learn to do "in depth" so to speak. They learn a job and are not comfortable outside of their "speciality." Everyone has to have a fancy title too - a title that denotes status. Time was, one could tell what a person did by his title, but not necessarly anymore. Seriously, I have no fight with status titles; all of us want and need to feel important. Sophisticated job titles may help meet that need.

World War I forced us out of the apprenticeship system of training people. The demand for large numbers of skilled and semi-skilled workers was immediate and the training had to take place in a relatively short period of time. Thus apprenticeship training started to go by the boards and this was the genisis of job analysis; it was widely used to train workers in a hurry. In simple terms, job analysis is a method of analyzing activities carried on by a worker in a particular field so that a course of study training program can be developed - one that will "zero-in" on those critical or essential activities or tasks performed by the worker. At this point, let's take a "for instance." Home Economics has a wide range of program responsibilities and has had for years. At present you have one known as the Food Service Area. This broad area has several subdivisions. One is Institutional Food Services. Another special subdivision or speciality is Hospital Food Service. Within this group is a hiearchy of workers, titles and so forth. Submerged among many is a title called Hospital Food Aide. Please note I was respectful of the word "dietary" and did not include it in this title. I understand that there is a bit of strong feeling about the haphazard or indiscriminate use of this word.

Who is the hospital food aide? What is this worker supposed to be doing? Where and when did she get into the picture? If my memory serves me well, some such worker has been around hospital kitchens for a long time doing a lot of ordinary but necessary tasks. In fact, for years on end student nurses were down there peeling carrots, making custards, boiling chickens, washing dishes, and setting up trays. Every student had to have a certain number of weeks in the "diet kitchen" to qualify to write the licensure examination. Frankly, students at Michael Reese looked forward to it because it was a six weeks period of physical well being. To tell you the truth, we were the best fed then. Back when hospitals were small and undepartmentalized, the Superintendent of Nurses often supervised the kitchen too. One dear, old friend of mine told me that as Superintendent of Nurses her first official act of the day was to start the fire in the kitchen stove and put on the oatmeal for the patients.

Let's see if we can bring the "job analysis" approach to curriculum development into focus through the use of a transparency. I notice that tomorrow you are going to learn how to make transparencies. By the time you see my renditions without benefit of instruction, you'll know that I should attend that session too. Before I expose the transparency, let me tell you of a common criticism of the job analysis approach. Any analysis of activities which are performed by any particular group is not proof that these activities are the ones in which the person will engage. In your pursuit, you can somewhat get around this criticism if you use a committee of selected and appropriate people (employers and supervisors of the worker) to assist you in defining the worker, and in identifying the tasks/activities and further in distilling or specifying what the worker needs to be taught to perform the selected tasks. To put it in the negative, I believe it would be a mistake for a group of you to go into a frustrated huddle and set up the lists of tasks you think the worker would be doing. Your cloistered assumptions and educated guesses could haunt you many a day.

Use a committee. This process takes time, but in the long run, it is time well spent. One positive by-product - the committee members will develop an acceptance of this worker if they feel they have had some say so in the course development.

Job Analysis - An Approach to Curriculum Development
(Steps listed on the transparency)

1. Define the worker - Use your committee for this.

First the worker has a title, or a title must be determined. In health occupations we sometimes find more than one title for the same worker - Operating Room Assistant vs Surgical Technician vs Surgical Technical Assistant. Then the worker has to be located within the hierarchy of the staff in that particular department or branch. Doing this will help define who this worker is in general terms.

2. Determine the tasks/activities inherent in the job - Use your committee for this.

Let your committee spell out the tasks this worker will perform. You be the secretary and the devil's advocate. Raise questions to clarify your own thinking because you are the one who has to ultimately fashion that list of tasks into a curriculum.

3. Define the "elements" of knowledge/skills needed to perform the tasks. This is Course Content.

When the list is complete, ask the committees help to define what this worker will need to know. Take a task at a time. Analyze it. Set down what the student needs to be taught to perform it safely and effectively. This is work; it takes time! One thing that can spark it up a bit - be on the mental prowl for elements of common knowledge from one task to another. In other words, proceed on the assumption that there are some common threads which run horizontally through all these tasks. Identify them as you uncover them. Set them aside in a separate column for convenience sake. When you have gone through the list - take a serious look at the commonalities you have identified. What does this suggest to you as far as curriculum development is concerned? May I alert you to something? The committee members will have a wide variety of opinions about the "elements of knowledge and skills needed." You may have to remind the group that this is a short, intensive course and it does not lead to a baccalaureate degree. You may have to return time and again to the definition to reset your sites. This step usually has some useful "fall-out" which may help you decide on some of the admission requirements for the course. Just don't get them mixed up with content.

4. Write the general objectives (over-all). These are the broad, general outcomes sought for the student when the course is completed.

The list of tasks and the elements of knowledge/skills developed in the previous step become the course content and as such form the ground work or basis for setting up these general objectives. The committee may not be of too much help with this. You, the faculy, no doubt, will have to hammer them out. It would be appropriate to get the committee thinking on them though; they may have some good suggestions.

5. Arrange content into a meaningful, reasonable sequence.

Jerome Brunner, in his book, A Theory of Instruction, says, "The sequence of learning experience the student encounters affects his ability to master it." Setting up a reasonable and a meaningful sequence of learning experiences is your responsibility. You are the one who is knowledgeable in curriculum development. You are the one who must be the architect of the design. At this point, you bring into full play your teacher knowledge of what makes for and shapes a "meaningful-reasonable sequence of learning experiences."

A teacher must have command (knowledge of and use of a theory of learning.) I am not recommending one so-called theory over another. I only want to point up the importance of the teacher having some basic knowledge of what learning is, how it best takes place, who is responsible for it, what difference does the teacher make in the transaction that takes place between the teacher and the learner and so forth, because content cannot be organized into a meaningful sequence without using some of these ground rules. To avoid them is to fly blind! Who can afford that in this day of short intensive transaction with students?

In this thoughtful process you are guided by educational principles handily called "laws of learning." Permit me to go into a little detail at this point. Following are some facts important to a meaningful, reasonable sequence of content. This list represents only a few principles or proven facts which may not be new to you at all, but a few remarks about some of them may be helpful.

The first one: Learning is a personal matter and a slow process. Your understanding of and acceptance of this vital fact has much to do with the methods you will use, and just as importantly they will influence the rate you move the student along through the content. This fact relates to the type of student you have and what he brings in the way of mental hardware, motivation, experience and outlook toward the teaching learning process - and his attitude toward life in general and the world of work in particular.

The second point: Start with the simple to do. Speaks for itself unless you have questions about it. Just don't throw them into the "think tank" before you have put a little water in the tank so to speak. Let them wade in first with your guidance.

Learning is transferable. We could spend a day on this fact. It has so many facets and is so intensely interesting and vital to the teaching learning process that it is a shame to toy with it but I feel I need to make a few comments about it. Anyone of us is more comfortable in a new situation if we find something in that situation that is just a bit familiar. A student is more likely to apply his old learnings to a new situation if, and when, he sees some similarity from the old to the new. This gives him a toehold in the new situation. It is one secret to his motivation. In regards to transferability - make the theory as life-real as possible. Make classroom situations (method) as similar to the job practice as possible. Nothing seems to dismay students in nursing more than to find the teacher holding forth on cloud nine in the classroom and then going to the clinical area to practice to find that real-life isn't like that. Plan the learning experiences so that the student gets a change to put her learnings to work as fast as possible. And help her identify the old learnings in the new situation as she does. Jerome Brunner has a lot to say about the whole matter in his book, The Process of Education that is well worth your reading and your reflection.

Learnings produce multiple outcomes. Keep in mind that one general objective you will seek will be to have people coming out of your program with a "right attitude toward their work," and that they will have a sense of dignity toward it and themselves as individuals. While they may well bring some misshapened attitudes toward work with them, your program can do something to help them in this respect. You can be a "change agent." In brief - a learner's frame of mind always prevails during his learning. He shapes attitudes about what he is learning as he goes along. So attitudes (good or bad) is one outcome; other multiple outcomes include such learning products as new ways to reason things out, new vocabulary, new ways to interact in a group, new finger tip skills, new ways to look at things. A teacher has a lot going for her in any teaching-learning situation and the wise teacher makes the most of each.

You will recall I mentioned earlier that you could identify common threads or strands among the knowledge and skills it would take to perform safely and effectively on the job. I would study this list carefully to see if these strands could not become something that could begin in the foundation or beginning portion; then continue them by putting these things to work in one situation after another. More than that, I would let the students in on my plan so they would sense the rhyme and reason to it. We know for a fact that a learner will persevere to the extent that he sees the goals geared to his needs, capacities and interests even if he encounters difficulties.

Content in a list is pretty unwieldly for a teacher and discouraging to look at. It needs to be "packaged" in some manner - into courses or blocks or units. We do it in our shortest courses - six weeks for the Nurses Aide. It is done in two week courses. The main reason content needs to be packaged is that it makes it managable. You can more easier set up a reasonable sequence, but perhaps most importantly it provides a means for writing specific objectives and this in turn forms a blue-print for evaluation.

I wish there were time to talk about objectives. They are so important to the transaction between the teacher and the learner. He needs them; you need them. How else can you do true evaluation except against objectives? It took me quite a while to learn the real purpose and worth of objectives as a teacher, but when I did, teaching took on new meaning for me. No longer was I writing down something to show the supervisor when she came around and asked to see me. In brief, sequence is influenced by past or old learning, the stage of development of student, the nature of the material and individual differences. Let's get back to our unfinished business - point number 6 on the first transparency.

6. Determine method.

I notice that during this work conference you are having all manner and type of exposure to method and media, and that is good. An apt teacher has many tools in her kit. The secret of her success is the wise use of these tools and many factors influence method. Students can be helped to sense self-worth and a bit of dignity if your method produces even small, personal successes for them. Factors which influence determination of method include:

a. Students - the number, their mental hardware, where they are in the program.
b. Physical facilities - size, shape, acoustics, visability, flexibility.
c. Informational resources - library holdings, book students buy, vertical files of current information, films, slides, models, transparencies, single concept films, film strips; their ready availability and a convenient place to use them.
d. Equipment - what is available, what can be created, what should be purchased, rented, borrowed.
e. Clinical resources or work situation laboratories - kind and type, location of in proximity to classroom, selected use of them.
f. Teacher - her image of her role in the teaching-learning process, her knowledge of the content, abilities, imagination, creativity, innovative spirit and daring; her understanding and command of the teaching-learning process; her sensitivity to the level of student involved and her awareness of momentum (the ebb and the flow) as the course progresses.

Surely method should alter as the student moves along; if the program is working for him, he becomes more sophisticated and should become self directing as he goes along. This calls for constant vigilance as far as method is concerned. All of this is to say that the tried and true lecture method in and of itself has nothing wrong with it, it is the misuse of it that kills it for many students. We have never had so many ways and means to appeal to the mind's eye of the student and it is exciting to use them. We must think in terms of setting up a cafeteria approach for the learner where he has opportunity to pick and choose and learn to make choices instead of the conveyor belt that keeps shoving it at him relentlessly with the admonition that he had better get it now while we are telling it to him.

7. Process.

The last, but not the least by any means is the necessity to determine the process for evaluating learning outcomes. Here again we could spend a week looking and thinking about the how and why of this exceedingly important aspect of curriculum development. Assessment should and does go on all the time. The student does it and so do you. Some things can be measured, others assessed. All is centered (or should be) around the behavioral changes that take place in the learner. What does she know? How does she reason? What does she perceive in her mind's eye? What can she do? You get some of this "feedback" on test papers but in the world of work the acid test is how well can this person put the pieces together and perform according to that definition, interacting with people and things as he sets out to earn a wage and render a service. You actually have a thrilling challenge facing you and I have enjoyed this opportunity to help you look at it.

You are very important to the student - influential in more ways than you know. Teaching in its finest hour is man's highest calling.

WAYS OF INVOLVING STUDENTS

By
Mrs. Ava A. Gray
July 13, 1967

Education, science and industry have found that one of the most effective means of keeping up-to-date is to share ideas. Shall we exchange ideas on ways of involving students on techniques that we have used that have proven successful? Shall we form into groups for a pooling of ideas? Assuming we value the answers to such questions, I will discuss some ways that seem to offer possibilities. After this the reporter of each group will present your thinking. (Will you form seven groups? This will give ten in each group. Then elect a chairman and a reporter. You will have fifteen minutes for discussion and three minutes for the report. Sound all right?)

You remember the song, "Getting to Know You"? One of the first ways of involving students is in using various plans to become acquainted with them. Many teachers use a printed form for students to fill out to obtain such statistics as name, age, parent's names, address, work experience, job preference, et cetera. These are put together on a master sheet to produce a class profile.

One of the ways I have used to learn more about my students in high school and in college methods class is to introduce myself with a brief biography. I tell the students the things about myself that I should like to know about them - where I was born; about my early childhood; education, occupation and goals of my parents; how I got along with my parents, brothers and sisters; some of the fun things we did as a family; about my education, my marriage; getting along with my husband; our disappointment at not having children; places I have been; hobbies and interests; future plans. The students respond by writing quite complete biographies of themselves. The student teachers in turn use this method of involving their students during student teaching. They, as I, find it a most useful technique.

Another highly important way of involving students is to plan cooperatively for the content and class experiences by setting up goals or objectives for the course. Before students may be able to plan effectively they may need to be exposed to additional ideas. To increase their scope of understanding these methods may be helpful: (1) check lists which give personal characteristics necessary for employment; (2) field trips to see the jobs performed; (3) survey sheets that students might use to interview two or three businesses to find out what employers expect in way of routine, job performance; (4) movies that give an overall picture of industry; (5) bulletin boards with pictures or drawings to point up problems youth find in securing a job.

Dr. Hall and Dr. Paolucci suggest that "successful cooperative planning is assured if the teacher: (1) assumes the responsibility for playing the major decision - making role by defining the limits of choice and making students aware of learning possibilities; (2) recognizes and respects each students' ideas and suggestions; and (3) involves each person in the clarification and identification of course objectives." Cooperative planning does not mean teacher manipulation. Students must be aware of the limits and areas of actual decision-making in which they will operate.

If you are sincere in wanting to involve the students in decision-making in regard to subject matter and learning experiences, then cooperative planning is essential for objectives of each unit. Also, from day to day, situations will arise which require a cooperative plan of action.

When students are allowed to participate in decisions relative to learning they gain actual practice in decision-making. Opportunity is given for practice in self-direction, cooperation and thinking. I have found that students take more interest in what they are studying. Too, when one helps to plan a course of action, one feels more responsible for carrying it out and usually feels obligated to see that it works.

Another way to involve students is through an over all assignment. Would it be feasible to give them an assignment to carry on throughout the course? This assignment might be to read and clip news articles pertaining to employment in general and to their specific job area. Directions for mounting and identifying articles and keeping them in folders could be given. Also, the students may be required to underline the sentences and phrases that are used to develop the main ideas and to hand in clippings at specified intervals. You would probably need to develop a set of questions to stimulate and guide the students in choosing articles. These questions might include: (1) What are major causes of unemployment in the United States? (2) What ages and groups of people are most affected? (3) Has automation created unemployment or employment? (4) What factors are now promoting a new look at cost-time relationships? (5) What are the trends in qualifications for employment?

The news articles may be shared with other students, used as sources of ideas for bulletin boards, panel discussions and minute dramas. It seems to me that this would prove a valuable technique for involving students. I hope you will try it.

Another general assignment which will involve students is to make a practice of correctly defining pronouncing and using words. Students may be asked to keep in their notebooks a list of new words with definitions and meanings.

Have you used a pin-up board for students to share cartoons, poems, "cute-sayings" of children, unusual advertisements, et cetera? I know a teacher that does this. The students flock to the board as they come into the classroom. They laugh together as they comment on new pin-ups.

Involving students in daily classroom activities plays a key role in learning. I know that you have found that a high level of interest results when students participate in presenting materials, giving demonstrations, preparing visual aids, acting out roles, reading theater wing plays, leading and responding in discussions. Even such jobs as operating the film projector, writing on the chalk board and filing materials helps a student to feel that she is a contributing member of the class.

A technique for involving students that I am particularly enthusiastic about is their participation in creating an interesting, attractive class room or department. Display exhibits, and arrangements may be composed of fabrics, baskets, plates, flowers, fruits, weeds, shells, rocks, nuts, berries, potted plants, figurines, mats, vines, pine cones, other seed pods, leaves, pictures, pitchers, candles, jugs, bowls, jars, bottles, et cetera.

A convenient and beautiful room helps to create an atmosphere conducive to learning many things. The teachers' appreiation for beauty and her enthusiasm for gathering materials to use in arrangements is highly contagious. I don't believe that I ever returned from a home visit without a handful of weeds, berries or vines that the student and I gathered along the roadside. Students will bring many lovely natural materials to class if they begin to enjoy arranging them.

It has been said that before a man feels that a new house belongs to him he must tighten a bolt or drive a nail into it. So it is with students. The actual planning and arranging of the classroom, when properly introduced, helps students to feel that they have put some of themselves into the room. Even the responsibility for adjusting the physical conditions such as heating, lighting and ventilation creates a more relaxed and happier setting for learning.

Some teachers think it is wise to involve students in establishing a routine favorable to learning. In doing this the students may establish guidelines for classroom courtesies: (1) seating arrangements, (2) orderliness of arriving and leaving, (3) hanging up wraps, (4) handing in absentee slips, (5) putting away excess books and other materials, (6) gum chewing and other distractions. This practice puts the responsibility for acceptable behavior on the student. When an infraction occurs, a student is not breaking the teacher's rule but his own.

Should these students be involved in home visitation? It has been my personal experience that making home visits is not only one of the most worthwhile phases of our program but also one of the most enjoyable. No other contact gave me as much cooperation from parents as did the home visit. (In teaching and supervising home economics in the high school for 15 years there was only one time that my visit did not seem to be appreciated.) I often noticed that if a student's interest had been lackadaisical that it picked up fast after a home visit. There are many factors that may make it difficult to visit all of your students: the large number of students in your classes, your extra curricular responsibilities, the number of mothers working outside the home, the location of students homes in remote areas and so on. However, I should consider visiting at least a few representative homes. It is essential that the parents of the students in wage earning understand the program so that they, too, become involved. It is equally essential that the teacher understand the economic and cultural background of the students. Too, home visits provide another way of knowing and enjoying students.

These students may become involved in major improvements in the department. For instance, the classes which use the knowledge and skills of clothing and textiles may practice this knowledge and skill by selecting fabric and constructing curtains, slip covers, pillows and table cloths for the department. Similarly, the students in child care may renovate and/or paint children's tables and chairs.

Another way to involve students is for them to participate in the extra curricular activities of the home economics department. If the classes in wage earning are to have status then the students of these classes should participate in all activities along with students in other home economics classes. This means belonging to and actively participating in F.H.A. It means attending and planning for the Open House and other social events carried on in the department.

Students may be involved in many types of evaluation besides the pencil and paper tests for understanding of subject matter. They may be asked to criticize the quality of their skills against a model or standard. They may be questioned to see if they think the objectives of a unit of learning have been reached or if remedial teaching and/or other experiences are necessary. They may perform practical tests. They may make up a set of questions for a daily test. (Is there any better way to see if students are aware of the basic ideas?) Periodically the teacher may ask them to fill out an evaluation form which contains questions such as these: What ideas presented today were new to you? How will you use this information? What did you find the most helpful, reading, viewing the film strip or the demonstration? Explain.

Students may become involved in the joy of discovery as they work on individual projects or cooperate with other students on a class project. Interest will be high if these projects are selected by the students and if they offer a real challenge to thinking and doing. Projects may grow naturally out of class experience when the students are not given the answers, but instead are stimulated to stretch their minds, to wonder, to seek reasons, to see purpose in knowing.

We have found that teaching is involving! I wonder if the kind and amount of learning that takes place is not in direct relationship to the degree to which the student is involved!

I should like to share with you a part of an article that appeared recently in the local newspaper at Fayetteville. I think you will ponder over it as I have.

"A NEW LOOK IN EDUCATION"

By
Jane Moose

"What would you like to do?" "Nothing." No smile, no spark of interest, no twinkle of mischief; just the flat answer.

It was September and there would be another long nine months filled with defeat.

This was the dull truth in his mind. They boy had tried this world of school before and it was better ignored. So staring ahead and not listening was the escape he perfected. He escaped into "nothing" with little effort.

Weeks went by and gradually he became aware that things were happening around him. He found it a little difficult to escape every day.

He considered what made this so. The teacher seemed glad to see him, and smiling, called him by his name, and didn't make him come out of the corner.

Boys and girls around him were busy doing things. They didn't sit in rows. No one gave him a book to read but they offered him a magnifying glass, leaves, rocks, caterpillars and feathers. He was offered scissors, paste, pictures and crayons to use in describing what he saw. No one gave him a pencil and paper and urged him to tell what he saw. Everyone talked into a tape recorder to tell about the living things they had found around the fallen log on the campus. No one asked him to make a list.

One day he began wandering around the room. When no one told him to sit down be began watching what others were doing.

He discovered things: the microscope made little ants seem like monsters, leaves had fuzz on them, paper had holes in it, his sweater looked like a field of grass, and the ditch water had all sorts of living things dashing around in it as if that drop of water were the whole ocean. He saw differences between some things, and similarities between other things.

The teacher said he was "observing," "communicating" and something called "classifying." She seemed happy about it.

Others came to see his discoveries, he went to see theirs. He learned about rocks, bunsen burners, feeding white mice and laughingly predicted how they would run a crazy thing called a maze. He learned about helping others and to share. He learned to say his work was good or not good. He felt curiosity and he read a little to satisfy it.

Some days he still sat quietly but he thought about all these things. He listened to the people around him; he saw people learning and he felt good. He forgot to escape.

"What would you like to do?" It was May. He grinned. His eyes twinkled with mischief.

"Nothing," was the answer but laughter followed it. He had discovered the world of school and the people in it. He liked it.

Does this little story have significance and meaning for us? What does it seem to say? Don't force me, accept me, there are other ways to learn except by reading; if there are interesting things going on I will begin to notice, if no one tells me to sit down I will watch what others are doing, I may make discoveries on my own if there is an abundance of materials and adequate instruments to work with, I will learn to share and help others, the teacher likes me, I will learn to judge my work, I may not always feel like being involved except by listening to the people around me, I may even laugh with others and come to like school.

Now, to briefly summarize some ways of involving students that may be of value. First, I mentioned getting acquainted with students. It is equally important for students to know their teachers so that they may relate to them and appreciate them as people.

Research has shown that when students are involved in cooperative planning, there is improvement in interests, attitudes, initiative, independence, and carry over into practice.

Overall assignments give the students an incentive to do independent study, to read newspapers and magazines in a critical manner, to evaluate what they read.

Education should provide experiences for development of aesthetic interests. Students need a spur to learn to appreciate the beauty of the world we live in.

Involving students in the cleaning and arranging of the classroom helps to develop standards of orderliness and cleanliness and the skills necessary to accomplish the standards.

Parental cooperation and a better relationship with pupils often result from home visits.

Participating in extra curricular activities helps students to develop social poise and to move out into a larger world.

Involving students in evaluation procedures seems essential to learning. It is evident that students must learn to evaluate their strengths and weaknesses to determine the next step for learning.

The use of projects as a way of involving students in the joy of discovery is highly commendable, but there are many ways to participate in learning which will also fulfill this objective.

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WHAT ARE CONCEPTS AND GENERALIZATIONS? WHY IMPORTANT?

By
Ava A. Gray
July 13, 1967

The national project, 1961-64, sponsored by the Home Economics Education Branch of the Office of Education identified and defined in terms of concepts and generalizations the structure and content of home economics as a basis for curriculum development and effective teaching in secondary schools. Perhaps, some of you attended the workshops. Since then much discussion and writing have occurred. These have helped to clarify definitions of the terms, concepts and generalizations and to explain their role in teaching and learning.

In order to accept and to use concepts and generalizations with ease and force, we must certainly sharpen our understanding of their importance and become keenly aware of the processes by which concepts are formed and extended. (It has been said that it is about as easy to teach effectively something one does not thoroughly understand as it is to come from where one has not been.)

Then our purposes are to: (1) define the terms, "concepts" and "generalizations" and (2) heighten our understanding of their importance in the teaching learning process. Too, it is hoped this exercise will stimulate each of you to do further reading and investigating. We can no longer ignore concepts and generalizations. They aren't going to go away!

As defined in the report of the National Project, titled Concepts and Generalizations: Their Place in High School:

> "The term concept refers to an abstraction representing the world of objects and events and is a means of organizing them into categories. Concepts have many dimensions and meanings. They are themes which recur throughout the curriculum in a cumulative and often overlapping way."

Dr. Barbara Johnson in "Concepts and Generalizations," a J. C. Penny Co. publication explains that:

> "A concept can be defined as an idea of what a thing should be. It is a mental picture one has of an idea, an object, or a procedure.

Dr. Tinsely and Dr. Sitton, in an article, "Teaching Intellectual Aspects of Home Economics," Journal of Home Economics, 1967, stated:

> "A concept is an idea which a person forms in his mind in order to understand and cope with something in his experience. It is composed of meaning and feeling which may or may not be expressed in words."

Some educators have referred to concepts simply as "Key" ideas or "Big" ideas.

Burton Kimball and Ving, Education for Effective Thinking, say "a concept is a logical construct capable of interpersonal use."

> "A concept is a defined idea of meaning fixed by, and as extensive as the term used to designate it."

> "A concept is a word or other symbol which stands for the common property of a number of objects or situations."

At the National Curriculum Workshop for Housing, Oklahoma State University this definition of a concept was used:

> "A concept is the human mind's record of meaning as understanding, feeling with the concomitant value or preference it produces, and the symbols or language related to them."

> "A concept is composite in nature, combining meaning, value and symbols."

Concepts are formed through cognitive learning processes. From perceptual experiences, mental images or ideas are developed. These mental images take on significance or meaning for the individual through further experience and new learning activities. Values and preferences which evolve through further experience produce feelings about the ideas. The ideas together with their meanings and feelings may be expressed by language or symbols for communication of concepts.

Concepts form a system for the organization of content or subject matter in a field of learning. Burton suggests "that the organization of facts in terms of principles and ideas from which they may be inferred is the only known way of reducing the quick rate of loss of memory." We all realize that is is easier to recall a principle or a generalization or a concept because of the interrelationships and meanings rather than to recall a number of isolated facts.

Concepts are also economical in that they furnish pegs on which to hang new information or from which to delete out-of-date material. Concepts furnish a basis for evaluating new experiences and give direction for revising one's thinking toward higher levels of understanding and cognition.

Objectives for the development of concepts as predeterminers of behavior involved learnings of the cognitive, affective and psychomotor domains. The cognitive domain includes those objectives which have to do with the acquisition of knowledge and the development of intellectual abilities and skills. The affective domain includes the objectives concerned with changes in interests, attitudes, values and appreciations, and personal social adjustments. The psychomotor domain includes the motor skill area.

Research has shown repeatedly that information alone is not effective in changing an individual's action-pattern of behavior. The desire or willingness to change must be present. (Woodruff has said that one's decision making processes must be developed in order for information to affect behavior.) However, the attainment of an objective in one domain may be easier by the attainment of objectives in another domain. New information may facilitate the changing of an attitude under some conditions. Competencies in a motor skill may contribute to one's self image. Motor activities may extend the student's understanding of a concept. A single learning experience may contribute to several objectives. A student giving before the class a demonstration on baking a cake may, within his own experience, obtain objectives that include cognitive, affective and action-pattern responses. The student may be learning how to organize materials effectively as she explains the whys of the procedure. The student may be developing poise and a better understanding of choice of words for communication.

Thus we see the meanings inherent in concepts provide the bridge between knowledge and its use to solve problems affecting one's needs. Therefore, concepts which are clear and accurate about objects, events, processes and people are essential to changed behavior.

Concepts may be clarified and extended through reflection, analysis, abstraction and discrimination. Through reflective thinking perceptual experiences lead to the forming of clear concepts. Analysis of experiences which results in pointing up the relationships between concepts results in generalizations. The arranging of knowledge into categories or classifications results in abstractions. Discrimination determines the selection of knowledge the ideal sees as valuable to himself. (Each of us has been in courses in which we "took some" and "left some" ideas.)

Before continuing with the significance of teaching concepts, let us define the term, "generalization." Dr. Osburn defines a generalization as "statements supported by facts beliefs, and/or experiences and which can be applied in a number of situations. They are verbalized statements of relationships that can be used more readily than isolated facts. They are conclusions which may be stated as principles, broad facts of application or beliefs which show relationships among the ideas or concepts which belong together."

As defined in the report of the National Project

> "Generalizations express an underlying truth, have an element of universality and usually indicate relationships. Generalizations help give meaning to concepts."

In developing the outline of concepts and generalizations in the National Project the following criteria was used:

> The generalization is based on objective data, an experience and/or on theory accepted by specialists in the field. The terms used have clear and precise meanings. The development of the generalization is an important responsibility of the school. The generalization will provide insight in dealing with new situations in social and cultural learnings. There

is reasonable possibility that learners will develop some understanding of the generalization through experiences in the home economics curriculum.

Dr. Dorothy Keenan, Assistant Professor of Home Economics Education at Southern Illinois University suggests the following as tests of soundness of generalizations:

1. Do you know of evidence to support the generalization (research, work of specialists)?
2. Is the generalization applicable to similar situations?
3. Is the generalization likely not to be outdated?
4. Have you been sufficiently cautious in your statements? Are they sound?
5. What assumptions underlie the generalization? Are they sound?
6. Is the generalization significant enough to influence behavior?
7. Have you avoided telling people what to do?

In forming generalizations Dr. Keenan suggests the following words and/or phrases as useful:

results in
facilitates
contributes to
enables one
influences
requires
leads to
may be developed through
engenders
is related to
promotes
establishes
is enhanced by
conducive to
affects

She also notes that terms which are vague or indicate values should be deleted:

likely
in general
usually
important
successful
attractive
wise
effective
may
generally

Generalizations usually show relationships between two or more ideas. The choice of the relationship words - enables one, enhances, requires - is significant in determining whether the statement can be supported by research, by accepted theory and/or by practice.

> Generalizations exist on three levels of difficulty:
>
> The first level is likely to be either a description, definition, analogy, identification, or classification. Statements are simple and may relate to personal experiences. The second level shows relationship among ideas. They may make comparisons and include more ideas on the first level. The third level usually explains, justifies, interprets or predicts. Generalizations at this level may be more remote in time or space. They often suggest a direction for behavior.

Some guidelines for teaching students to develop generalizations are:

1. A generalization is an outcome of learning. Students should use their own words or terms in expressing a generalization.
2. To formulate a generalization a learner must be able to perceive at least two ideas simultaneously with clarity and meaning, put the ideas together, compare and contrast them, and formulate conclusions.
3. Comprehension of a generalization is increased as learners use them in different ways and in new situations.
4. A generalization is not given to the pupil nor verbalized for him. Instead he arrives at it inductively and uses it deductively.

5. In order to develop generalizations a student must first be familiar with the concepts used and must be able to see the relationships between and among them.

The student's understanding of concepts and his ability to generalize will grow and expand when the teacher provides opportunities for him to perceive, reflect and experience. Many perceptual experiences - seeing, touching, tasting, hearing, manipulating - may be necessary to clarify "fuzzy" concepts. Field trips, demonstrations, student practice, films, case situations, theater wing plays and role playing may be used to promote thinking and to develop understanding. Discussions following these teaching methods should help students to clarify their beliefs to see inferences, to draw conclusions and to raise questions.

Guides for helping students to develop generalizations were included in the working papers of the National Home Economics Education Curriculum Workshop, University of Missouri, 1964.

These were stated with minor revisions as follows:

> In helping learners state generalizations and develop concepts, perception should be trained continually and use made of such questions as "What do you see in this situation?" The ability to abstract should be developed with questions such as, "What do you see here that is similar or dissimilar to another situation?" Generalizations should be used in answering the question, "From what you know about this, what do you think will happen in this new situation just presented to you?" Other questions that may help learners to state generalizations are ones that:
>
> 1. Call for an example of similar ideas in other situations.
> 2. Ask learners to draw inferences, to see cause and effect relationships.
> 3. Bring out dissimilarities of main ideas.
> 4. Ask the learners to illustrate meanings of the conclusions as they apply to their own life.
> 5. Ask the learner to state the relationship between the two concepts.
> 6. Ask what authorities say about certain problems.
> 7. Ask what research evidence regarding the problem is available.
> 8. Ask learner how they can prove an observation.

I should like to summarize this discussion by using a diagram presented by Dr. Nell Logan, National Curriculum Workshop, Oklahoma State University, 1963. Dr. Logan used this chart to explain the development of concepts and generalizations into a body of knowledge which is useful in decision making in determining behavior.

Our first learning is induced through perceptual experience. Concepts are general ideas which give order to percepts and thus to experience. Information gives meaning to percepts and concepts and to relations between them. Generalizations are abstract statements which slow relationships between concepts and are the foundations of wisdom. Forming a useful pattern of knowledge by the interweaving of concepts and generalizations gives a frame of reference. This provides a basis for the interpretation of new experiences and the making of decisions for action.

Generalizations are not conclusive. They are in the process of being altered through the relation of new experiences, new data.

Concepts and generalizations represent the individuals effort at economy in learning. They are essentially a reasoning act, an analysis of experience.

Percepts

Concepts

Information

Generalizations

Frame of Reference

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SUPERVISED FOOD SERVICE WORKER CLASSES

Mrs. Elizabeth Harrington

July 17, 1967

Colonial High School in Orlando was the pilot school last year to begin training high school students in a vocational course for workers in the food service field. This course is offered under the new Morse-Perkins Vocational Education Act of 1963 and is designed to help high school students graduate with a saleable skill in some needed field. It is the firm belief of the teacher and the people working with the program that students should be guided toward a career opportunity while still in high school without waiting until they cast about after graduation and finally fall into something because they don't know what else to do.

The course, as offered at Colonial High School, is designed to give the students job-entry skills in many areas of the food service industry. No attempt is being made to turn out highly skilled chefs or cooks. Units are taught in sanitation, cost control, employer-employee relationships, storage of food, food preparation, and nutrition. The aim of the course is to acquaint the students with the food service industry as a career possibility and to give them some skills that will make them of value to an employer.

The school now has a special laboratory supplied with all the equipment necessary for a small restaurant operation. The students will prepare and serve meals throughout the year while rotating responsibilities so that they will all have an opportunity to have as many varied experiences as possible.

District IV Chapter of the Restaurant Association has been working very closely with the school and the instructor, Mrs. Elizabeth Harrington. In addition, they have been offering assistance in advice, money, and food supplies. The members of the association have opened their hearts and places of business for the students on numerous field trips and for brief on-the-job experiences. Where possible, some students have held part-time jobs in the local restaurants for added experience.

The classes are held for two hours, Monday through Friday, for the entire senior year making a total of 360 hours of training the students receive. Last year several of the graduates obtained jobs in local restaurants upon graduation or went into food service brances of the armed forces. This year we expect an even higher percentage of job applicants from the graduates since the classes are larger and the equipment is ready for use for the entire year.

When you are in Orlando, go see this new class in action, and if you can be of help to the public schools in setting up such a program in your locality, do so. Ostensibly, it is proving a worthwhile program in education for you as owners and managers in the food service field.

FOOD SERVICE PROGRAM IN ORANGE COUNTY, ORLANDO
(Outline of Presentation)

Mrs. Elizabeth Harrington
July 17, 1967

1. Slide presentation (20 minutes with little comment).
2. Revision of 10 minute speech given at State Teachers Conference in Jacksonville.
3. Points to help others in planning a course in Food Service.
    - a. This course shouldn't be planned for small town or rural schools.
    - b. The advisory board is a must to have. They have opened the way to so many doors that would be hard to open alone. (Besides the encouragement it gives to the teacher, it gives prestige to the students).
    - c. Your classes should never be large in number.
    - d. You should accept the students with their abilities and work with each one individually.
    - e. This course should never be scheduled in a family sized laboratory.
    - f. There is too much to be learned in just a one year course when a laboratory is provided.
    - g. The instructor should have much experience in working with labor people in different kinds of food service establishments.
    - h. Screening of students is necessary and backing of the administration and the guidance council is a must.
    - i. This cannot be a "dumping ground" for "problem students."
    - j. There must be some way by which a good budget for consumable supplies is supplied. You can't accomplish anything without having something to cook. You cannot "pay" your way by serving the food to paying customers often in high school. The purveyers soon get tired of your begging.
    - k. A normal sized classroom is too small for all necessary equipment, working space, study area and for serving meals.
    - l. Teachers and students must be able to adjust to a change of daily class interruptions for assemblies, etc.

m. Home visits should be as for other Vocational Home Economics Teachers.
n. Students should be able to go on field trips to places of business, for well planned field trips have invaluable learnings.
o. Good books, visual aids and resource people are so good to help you teach. Be sure to use them.

4. Food Service Budget 1966-67.
5. Money? Where did it go?
6. Proposed Budget for 1967-68.
7. Meals and Projects 1966-67.

FOOD SERVICE PROGRAM IN BROWARD COUNTY, FT. LAUDERDALE
(Outline of Presentation)

Miss Valerie Barnes
July 17, 1967

1. Nature of project and people to be served.
2. Objectives of the course
   a. Teachers
   b. Students
3. Need for the project.
   a. Principal and guidance director
   b. Student need
   c. Community need
4. Description of course
   a. Class enrollment
   b. Hours first semester - 160
   c. Hours second semester - 260
   d. Total hourse - 440
   e. Teacher
   f. Facilities to be used
5. First semester - Units of Occupational Instruction
   Unit 1 - Introduction to Food Services
   Unit 2 - Desirable Personal Qualities for Job Success
   Unit 3 - Getting Along with Others
   Unit 4 - Sanitation and Food Handling
   Unit 5 - Controlled Experience in Food Preparation
6. Second Semester
   Unit 1 - Stations of Work in Quanity Food Service
   a. Preparation of food
   b. Serving of food
   c. Care and use of equipment
   d. Safety and sanitation
   Unit 2 - Exchange Between Institutions
   Unit 3 - Menu Planning for Quality Food Service
   Unit 4 - Getting and Holding a Job
7. Supportive Education Competencies
   a. English
   b. Math
   c. Science
   d. Social Studies
8. Specific Procedures and Devices to be Used in Evaluation
   a. Evaluation of personal growth
   b. Evaluation of specific food preparation

   c. Evaluation of growth in academic areas
   d. Evaluation of job performance
   e. Post employment follow-up on performance of each job trainee

9. Evaluation of Food Service Program by Instructor
   1. Students for the Supervised Food Service course should be thoroughly screened by guidance and teacher before entry into class. They should have a sincere desire for food training and an interest for learning basic food techniques before going into commercial work. This course should not be one where low I.Q. students are placed just because there is nothing else for them to take.
   2. More commercial equipment, appliances and utensils should be available for practice work. Students cannot learn or visualize the connection between a home economics lab and restaurant work. They criticize the teacher because they do not want to feel they are taking just "Home Ec." A real commercial type kitchen would be the most desirable set-up for training if it were available.
   3. Students should be able to prepare some foods in quantity and actually serve them to adults using restaurant techniques. This could help them learn various jobs such as hostess, bus boy, mai'tre d, head chef, assistant cooks, salad makers, waiters, waitresses and food checkers, and even dish washers. Students become very greedy and selfish when preparing the food to serve to themselves. The only thing they are interested in is the finished product - not the theory behind the cooking.
   4. Field trips should be taken more often and the taking of them made less complicated. They are a very necessary part of the course.
   5. Text books should be reviewed by a committee and one chosen that offers both basic and quantity foods plus information on the operation of large commercial equipment.
   6. Students, in my opinion, are better off training in the school cafeterias, rather than in hospital kitchens. At the early morning hours, they miss breakfast preparation and leave before the lunch hour - therefore they receive very little training in foods. The school cafeteria managers are most cooperative and have a genuine interest in seeing

that the students get training in all areas of food preparation and service.

7. Perhaps something could be worked out with the Pompano Sr. High cafeteria manager and teacher whereby students could prepare in the lab a part of the school lunch using ingredients from the kitchen. For instance, make 25 of the pies or cakes or a part of the entree - spaghetti, sloppy joes, sandwiches, etc. This could give them a little training in quantity food and commercial techniques.
8. Perhaps one or two students could be sent for a few days at a time to the school kitchen to learn the inventory system with the manager.

10. Slides and newspaper article about project.
11. Open for discussion.

CHILD CARE PROGRAM IN HILLSBOROUGH COUNTY
(Outline of Presentation)

Mrs. Laura Turner Sperry
July 17, 1967

1. Why class was formed
   a. Student needs
   b. Area employers needs
   c. Growing demand for qualified workers
2. How the curriculum was developed
   a. Instructor
   b. County supervisor
   c. Advisory committee
3. Physical facilities available for the program (at the present time)
   a. Floor plans of facility in relation to school plan
   b. Size
   c. Outdoor play area
   d. Storage area
   e. Bathroom facilities
   f. Observation facilities
4. Equipment and supplies for the program
   a. Reference books
   b. Kindergarten chairs and tables
   c. Large muscle toys
   d. Small muscle toys
   e. Children's books, flannel stories, puppet and puppet stage
5. How students are chosen for the program
   a. Junior level
   b. Interest
   c. Need for type of vocational training
   d. Unsure about future interest in elementary education
6. Why sophomore part of program was dropped in favor of beginning in the junior year
7. General objectives of the total Child Care Aide program
   Graduates of the two year program in child care aide training will be able to assist young children effectively in the areas of physical, social, and emotional needs. The aides will be aware of the special needs of young children and will have training in all types of play work activity. Most important, they will know what to expect physically, emotionally, mentally and socially of children between the ages of two and six.

They will be able to assist a professional child care center, nursery, or kindergarten situation.

8. General outline of class for the two years of the program
9. Purpose of the laboratory school to the child care aide program
10. Role of the school administrators in the successful occupational program
11. Coordination of class work with the students work in the community training centers
12. Future plans for the Child Care Aide training program
    Use of laboratory school for other school classes. Students used as aides in elementary school situations. Class set up for non-vocational purposes with use of laboratory. School for students who say their only aim is marriage and family. Building specifically planned to house the child care center.

CHILD CARE AIDE
(Outline of Presentation)

Miss Valerie Barnes
July 17, 1967

1. Nature of project and people to be served
2. Objectives
    a. Teacher
    b. Students
3. Student demand
4. Job opportunities
5. Project organization
    a. Limited to 40 students
    b. Prerequisite
    c. First semester - 90 hours
    d. Second semester - 180 hours
6. Facility available - show blueprint of proposed changes in existing home economics room, (bulletin board)
7. Major units of occupational instruction (1st Semester)
    a. Opportunity for work
    b. Personal qualifications
    c. Getting and holding a job
    d. Caring for physical needs of children in a group
    e. Guiding behavior of children at different age levels
    f. Activities for young children in groups
    g. Organizing the program
    h. Facilities and equipment
    i. Legislation and licensing regulations
8. Second semester - on the job experience
9. Selection of nursery school children
10. Supportive education competencies
    a. English
    b. Mathematics
    c. Science
    d. Social Studies
11. Specific procedures and devices to be used in evaluation
    a. Personal growth
    b. Job performance
    c. Growth in academic areas
    d. Post employment follow-up

12. Points of evaluation
13. Show slides and discuss
14. Open for discussion
15. Let group look at display around the room
    a. Newspaper articles
    b. Take home exam
    c. Blueprint of proposed center
    d. Observation form used by students and teachers
    e. Regulations governing day care centers
    f. Others

METHODS AND MATERIALS FOR TEACHING GAINFUL EMPLOYMENT IN INSTITUTIONAL FOOD SERVICE *

Miss Allie Ferguson
July 18, 1967

The occupations which utilize the knowledge and skills of home economics include those which are classified under institutional food service. The food service industry is a vast net-work of jobs which include all aspects of the industry from garbage-can washer to owner and from small job performance to management. Vocational Education has four sections which are concerned with the food service industry: Business and Distributive Education which is concerned with salesmanship and business management; Industrial Education which is concerned with competitive food production such as the restaurant, hotel, motel chef, baker, special food cooks,; Technical Education which is concerned with food technology and related areas; and, Home Economics which is concerned with those job opportunities in institutions such as schools, hospitals, nursing homes and child day-care centers. We are also concerned with those job opportunities where the food service worker will work under supervision such as an assistant to a baker or to a school food service manager.

Supervised work implies supervision on the job by someone with formal training in quantity food production. In our home economics curriculum we call the course by the title Supervised Food Service Worker. By whatever title it may be called the training provided offers the trainee the possibility of employment in a large number of occupations. Experience and proficiency open other doors of opportunity. The chart shown on the screen gives you a little more insight into the possibilities.

It is not possible to over-emphasize the importance of the teacher in the occupational courses. This is true in any class, but the occupational courses put this importance under a microscope. The three work characteristics which were given in the comparison of the objectives of home economics for homemaking and home economics for employment become the key characteristic of the teacher needed.

*Presented to three groups on July 18 and 19, 1967 to the Seminar on Gainful Employment in Home Economics.

Awareness
of the task ahead, and

Analysis
of every aspect of the course, provides

Action for successful teaching.

All teachers should have the educational background provided by an organized system of study in an approved institution. Teachers of the Supervised Food Service Worker should have one or more of the following:

.A four year degree in home economics with a major in institution food service.
A four year degree in home economics with institutional food service experience.
A dietetic major with teaching experience.
A four year degree in Institutional Management.

There may be other ways to achieve this kind of background. Regardless of what kind of educational background which has been acquired, this teacher should have on-the-job experience. The world of work is different from the world of education and it is absolutely necessary that the teacher have this experience.

One word can be used to sum up what is needed for classroom success.

ENTHUSIASM

Without this the class can become dull and uninteresting. Very little learning takes place when a teacher doesn't really believe in what is being taught. She must put action in the classroom.

This teacher should also be able to show empathy for her students. Many of the students in these occupational classes are the potential drop-outs, the slow learners, the underachievers, the disadvantaged and those who are just plain bored to death with the inertia of the educational system to which they have been exposed. Occupational teachers must realize the responsibility they assume in these classes. The responsibility to the student is to provide him with the opportunity to learn a salable skill and to help him develop a good attitude toward working.

This teacher should have at her finger-tips and tongue-tip the latest methods and techniques available to inspire students to want to learn more and more. This involves action. These are classes of planned activities and the action on the part of the student inspired by the action of the teacher makes the difference.

Short-term goals and long-term goals should be a daily concern of the teacher for each student. It is difficult for many teachers to keep one 55 minute class period interesting and moving; and our recommended two and three hour block of time will certainly require a great deal more effort.

As a teacher, you are training students for a business world so your classroom situation should be set up in a business like manner. Use the vocabulary of the trade and organize the class as a business is organized. Delegate responsibilities and expect the student to assume each one. Rotation of these responsibilities assures the student of getting experiences in a variety of situations. For executing the given task the student receives compensation - an evaluation of the job.

The recording of class absentees and keeping a file folder can be the basis for learning the importance of personnel records. The importance of being on time may be emphasized by letting each student put down the exact time he enters the classroom. "Pay checks" based on the time spent in classroom and out-of-class activities can help develop important concepts regarding the individual's obligation to the business. The teacher doesn't keep these records - the students do.

Planning an action class depends upon the way in which the objectives of the class have been developed. The objectives, of course, are identified from the job tasks. The hand-out sheets give you examples of general and specific objectives of the course. With the help of an advisory committee the development of the objectives becomes an interesting process. Different community needs may change or alter the objectives as stated in the hand-out sheets.

From the objectives we now identify the concepts and generalizations which the teacher wishes to explore with the students through the learning activities. Learning takes place when the learner becomes involved in the learning process. Too often teachers are guilty of thinking that the drip-drip-drip method is more successful. This is because it is easier and takes less planning time. A good teacher constantly reminds herself that "covering" the topic outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on the job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which training is given. Each student needs opportunity to apply his understandings and abilities to the different kinds of problems he may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. Creativity is a key in providing meaningful experiences for a particular group. The successful teacher will seek new ways to synthesize, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements of the job.

The following are some planned experiences to be considered which have been taken from the course outline prepared by the U.S. Department of Health, Education, and Welfare, Office of Education, Division of Vocational and Technical Education.

A. Experiences that will add to and enrich the background of trainees

1. Bringing employers to class to give information on nature of the job.
2. Using persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, and housing to extend basic knowledge and answer questions.
3. Providing reading material appropriate to age and reading ability.
4. Using movies, filmstrips, charts, tape recordings, or other audio-visual materials to present specific information (it will be necessary for teachers to preview films, filmstrips, and tapes for appropriateness of and familiarization with the content.)

B. Experiences which help develop insight and desirable attitudes

1. Playing out roles of people who might be involved in a work situation.
2. Visiting with prospective employers who are to benefit from services to be given by trainees.
3. Comparing methods of doing a task by making simple time and motion studies.

4. Reacting to situations illustrated in movies, cartoons, or short dramas.
5. Making planned trips to representative places of employment.

C. Experiences in analyzing work situations and solving problems

1. Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained.) The teacher should ask questions which lead trainees to recognize the problem, to decide what additional information might be needed, and to suggest and evaluate solutions.
2. Developing step-by-step work schedules for some aspects of the job.
3. Working out typical problems in a laboratory situation.

D. Experiences to develop specific skills and abilities

1. Watching demonstration of a technique with follow-up practice in class, laboratory, in own home, or in a situation provided by cooperating employer(s).
2. Observing and participating in specific activities in places similar to those where trainee will be employed.
3. Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job.
4. Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor.

E. Some teaching methods which help trainees draw conclusions and summarize important ideas

1. Circle discussion - each member tells of something he observed on a field trip or in a film that would be useful to an employee.
2. Buzz group - a small group of trainees applies a principle to new situations.
3. Summarizing panel - 2 to 5 members of the class review important ideas presented in a class session.
4. Summary sheets - brief summaries of major ideas, important facts, or steps in a work process, prepared by the teacher for distribution to trainees at the end of a lesson.

Did you notice that the word "lecture" was not used a single time. This does not preclude that a lecture is never used but should be used only with a great deal of planning. Teachers may vary the use of the lecture by the following ways:

a. listening questions
b. reactor panel
c. illustrated material
d. tape recorded material
e. audio-visual aids such as the overhead projector
f. buzz sessions

The "report" is another misused technique. Many teachers use reports to fill up time and to keep from spending time planning for more meaningful experiences. There are situations which make a report a very useful tool for learning. The number of reports given in a single class session can be disastrous for class success. It is important to give the students many opportunities to express ideas orally, but reading boring report after report doesn't help the morale of the class and you may be assured little or no learning has taken place. Reporting can be exciting and creative. Certain steps should be taken to safeguard the report. Treat it as a production and insist that the preparation and presentation be "production good." Notes may be used, but no report should be read.

One way to get spontaneous response from the students is to take groups or individuals to different business establishments armed with 3 or more "things" to observe. Each group decides on a spokesman, but each student contributes to what is reported to the class.

The class may set standards for the reporting which gives the teacher an opportunity to have help in the evaluation. For example the following guidelines might be used to evaluate reports given:

Evaluation of Oral Reports

I. Material for Topic
    (a) Well organized Yes___ No___
    (b) Topic developed fully Yes___ No ___
    (c) Questions were left unanswered Yes___ No___

II. Interest
    (a) Information needed by class Yes___ No___
    (b) Illustrations, visual aids, and/or audio were used Yes___ No___

(c) Topic was interesting Yes___ No___

III. Poise and Diction
(a) Speaker presented himself well Yes___ No___
(b) Speaker did not read report Yes___ No___
(c) Speaker pronounced words clearly Yes___ No___
(d) Speaker was not nervous Yes___ No___
(e) Speaker used correct grammar Yes___ No___

IV. Conclusions
(a) The report was informative Yes___ No___
(b) The speaker needed more preparation Yes___ No___
(c) This report was unnecessary Yes___ No___

V. Comments - Suggestions for improving reports.

A request from a student to find answers beyond an assignment may give opportunity for independent study and a chance to share this information with others.

Committee assignments also give opportunity to report to the class. The financial status of the class, the number and names of people who have accepted an invitation to attend a certain function of the class or other projects and assignments which have been planned.

For a quick review of methods and techniques I would suggest a very interesting book called TNT. It was written by James O. Proctor and published by Delmar Publishers Incorporated of Albany, New York. TNT stands for Techniques, Notes, Tips for Teachers. TNT will help you to put ACTION into your classroom experiences.

An "action" teacher needs materials, resources, equipment, and supplies with which to work. Success of the methods used is dependent to a large extent upon the quality of materials used.

Very few business or industries have the materials which are available for food service. Numerous books, pamphlets, bulletins, guides, magazines, films and filmstrips have been written and produced on all phases of the industry and for many of the specific jobs. One of the most difficult decisions to make for this course is the decision of what materials to use. Here again the advisory committee is of help in making these decisions.

The advisory committee has already been mentioned, but here is a good place to start in talking about materials. These people will also have available resource materials and will be resource persons for your classes or will know others who can fill this role.

A list of individuals, organizations and agencies from which to draw should include the following:

County Health Department
Hospital administrators, dietetians and workers
School faculty members
State Board of Health Nutritionist
Nursing home managers
Visiting Nurses Association
Hotel and Motel Associations
Restaurant Owners Association
Hospitality Education
Equipment Salesmen
Sanitation Equipment Salesmen
Employment Service
Workmens Compensation Authorities
Social Security Administration
Manpower Development
School Food Service Supervisor
School Food Service Manager
Wholesale Food Salesman
County Specialist (psychologist, speech therapist)
Medical Association
Communications Media
Beauticians
Factory Representatives of equipment and foods
Food Processors
School Guidance Personnel
Personnel Manager of business and industry

Teachers may find it helpful to keep a card file on the people available in a community who are willing to give time to give a talk or a presentation. Pertinent data about these people could be recorded on the card. The data should include the name of the person, his business address and phone number, the dates he had been in the class and the topics he has discussed.

The quantity of material available does not include textbooks for this specific course; however, this could be a good thing. Teachers must constantly be on the alert for ideas to give out to the students in a form they can keep. Keeping a notebook just for the sake of handing in something to the teacher at the end of the year seems a waste of time. The collecting of materials which interest a student seems an appropriate way to teach the student several important concepts in the world of work such as discrimination, selectivity, organization record keeping and filing.

The materials developed by the teacher to hand out can take many forms. Listed here are ideas which could be included:

Sample letters of application
Sample resumes
Check sheets on personality traits
Apptitude tests
List of equipment
List of reading material
Hints for writing menus
Suggested meal patterns
Laboratory schedules
Work schedules
Recipes
Listening techniques
How to give a demonstration
Food for thought ideas
Etiquette tips
Grooming techniques
How to get fired
Study questions
List of food equivalents
Variations of food principles
Foreign names of food
Classification of foods
Food charts

This list could be expanded to include many other ideas. The students will sometimes ask for information the teacher has overlooked or will bring to class ideas which they would like to share. All these add to the vast store of information which becomes the property of the student. Employers tell us that it is not unusual to see one of these students refer to his file of information. Hand out materials are valuable, but the quality of the material should be guarded.

The industry has flooded the consumer with all kinds of hand-out material. Some of this is excellent buy please use discretion in giving out materials which are produced commercially. Some of this is promotional and may be lacking in some truths. Home Economics teachers have been given help in evaluating such material. Home Economists have learned that we measure these material by a criteria. One item in the criteria indicates that the source of the material must be reliable. The food service industry depends upon government and private research for reliable information. Home Economists have also learned that each state maintains chemists and laboratory technicians who constantly test foods and check processes to insure compliance to state and federal laws regarding food. Associations and privately owned food producers and processors continuously conduct research on their products.

The results of all this research and investigation produces much valuable information for the consumers. This is published in many forms. Samples of which are on display. Much of the information is in the form of instructions, cautions, and services available. A brief list of reliable sources of consumer and program information follows:

American Dietetic Association
American Institute of Baking
American School Food Service Association
American Fruit Growers, Inc.
Borden Company
Cereal Institute
Florida State Department of Education
General Mills, Inc.
National Dairy Council
Wheat Flour Institute
American Hospital Association
United Fresh Fruit & Vegetable Association
National Livestock and Meat Board
National Safety Council
American Can Company
American Dry Milk Institute, Inc.
American Honey Association
Florida Citrus Commission
National Livestock and Meat Board
U. S. Department of Agriculture

One of the most versatile resources in the magazine. The food service industry and related fields publish many magazines which contains not only advertisements of food, equipment and furnishings, but excellent and authoritative information on a variety of subjects. Magazines can therefore be used in many ways. Let's see what we can do with a magazine. It's a good way to introduce a unit. If you are studying equipment use and care list on the board such things as baking, frying, roasting, cleaning, serving and sanitation. Ask the student to show the class the picture and tell the following things about it:

Name of piece of equipment
Company of manufacture
Special use
Name business which might use this equipment

The same idea can be used for food preparation, decor, food displays, color combinations and an endless variety of other uses.

Magazines are the most ready reference for high school classes. The articles are written by leading authorities in the field. The most popular magazines of the field are:

Institutions
Volume Feeding and Management
Nations Schools
National School Board Journal
School Lunch Journal

In this day and time the film, slides, filmstrips, transparencies and tapes are being produced at an amazing rate. There is a filmstrip or tape on practically every unit you may wish to teach. These, too, can be misused, but they can't be beat if used properly.

One way to make these fun and interesting is to develop your own slides. This may be a way to identify the order in which a task is performed or to document field trips or to illustrate methods. Slides also record for future use ideas the class wishes to preserve.

The visuals which have been produced commercially are easy to use. The criticism in their use is the fact that teachers don't prepare the students for the viewing and then don't follow through an application. Many of the same companies which produce the bulletins, etc. are producing the visuals. Book companies, manufacturing companies and educational concerns are all in the business. Here again the teacher needs to be selective.

On display you will find a set of slides which was produced as the result of a research project. The Food Service Industry Work Instruction Program was initiated through Kansas State University, Manhattan, Kansas. This was a joint effort of Institutional Management and Industrial Engineering. As time goes by other research will produce additional aids. One thing is needed and that is a less expensive way to reproduce these aids so that the cost will not be prohibitive.

The whole field of transparencies and the use of the overhead projector would take more time than we have, but it is important to point out how much mileage you can get out of this machine and even the person who thinks she is totally lacking in art ability can produce some very interesting visuals for her classes. There are several companies who are making transparencies for home economics, but as yet these can prove quite expensive. Use and demand will help to regulate the cost I'm sure, but since the occupational home economics classes will be action classes you will find students who would spend hours helping you develop the sets you need. Having transparencies on hand and filed properly will give you opportunity to stretch your teaching.

Of all the materials, available for the food service classes, food is the most important. It can also be a problem. It should be understood by the county which initiates one of these classes that it is necessary to furnish money for food preparation. If the class is in a locality where it is possible to sell the food then a revolving fund is practical since the money is replaced. Then, too, this gives the students practice in handling the money. Here again the use made of the money for food takes discretion and much planning.

What to do with the food prepared is also a concern, especially in communities where the sale of the food might be thought of as competetive. This is unfortunate, but solutions can be thought of. In some schools the school lunchroom can use the food.

In this case they would probably furnish the food to be prepared, but this also involves a close cooperation with the lunchroom manager. With a cooperative principal it might be possible to organize a Faculty Club for county staff members, school faculty and invited individuals who would come to the lab each Thursday for a meal. The number served should be at least 50 persons - otherwise the preparation of food in quantity food would not be practiced. In localities which are large enough there are certain groups who have luncheon meetings on an irregular basis, but who need a place to meet. The school could provide both the meal and a place to meet.

An agreement can be made with the county school board which would allow the sale of tickets to meals. In large schools it should be understood that no one student could buy more than two tickets during the year. These suggestions also offer means to advertise the course.

In a small school arrangements can be made with the lunchroom again, but your food preparation will be different. Organize your work around certain principles of cooking and prepare in quantity one or more foods at a time. If this class is scheduled for the afternoon it might be possible for the class to do the preparation of foods for the lunchroom in the school kitchen.

Small schools have numerous banquets and dinners and it seems quite appropriate to ask to do these for a price of course. Please remember that these suggestions go under the general heading of county policy and should be worked out before the class is started. It is absolutely necessary to have an outlet for the food which is produced.

The schools which have used home economics labs for the food service classes have found out that the students do not get the same concept of quantity food preparation when they prepare for only themselves. They need the experience of preparing in quantity for a "public."

Whatever materials you use must be selected with care, presented with enthusiasm and evaluated against the objectives of the class.

GENERAL METHODS AND TECHNIQUES FOR CLASSES IN GAINFUL EMPLOYMENT

Mrs. Ava. A. Gray
July 18, 1967

The needs of society and the needs of the individual are two determinates of the content in courses for gainful employment. An individual's needs may be defined as that knowledge, experience or ability which will enable one to solve a problem. In this instance the individual's needs are information and understandings, skills, values and attitudes required for an occupation.

In planning the curriculum for classes in gainful employment, decisions must be made in regard to content. For instance, students need to know their rights and priviledges in terms of wage and hour standards; workmen's compensation; health insurance; Social Security with its changing provisions; unemployment insurance; and consumer protection laws. The subject matter with its basic ideas or concepts must be highly selected for instruction. This list of concepts may contain "conditions within the occupation," "requirements of the occupations," and "rewards obtainable." The skills required for job performance must be identified and the values and attitudes which contribute to successful employment must be determined. The general ideas or concepts which show the relation to knowledge and skills of home economics and other areas of study must be presented in such a manner and at a level of understanding that is within the student's comprehension. Bruner noted, " . . . the foundations of any subject can be taught to anybody at any age in some form." All of us are well aware that if students are self-determined in learning, using and retaining information and skills, they must see the relation of this knowledge to solving their personal problems.

Some educators seem to indicate that curriculum and method should be separated. Others disagree. Alberty, in the book, Reorganizing the High School Curriculum said, "There should be no sharp divisions between subject matter and method, the curriculum and the extra curricular, education and guidance, and philosophy and practice." In home economics we have long believed in the unified concept of curriculum.

We believe that all activities sponsored by the school make up the curriculum. This has meant F.H.A., including travel tours to national meetings; field trips, and Open House activities. In classes for gainful employment, the curriculum may include work experience and interviews with prospective employers. Dewey in "Democracy and Education, noted, "Method means the arrangement of subject matter which makes it most effective in use. Never is method something outside of the material . . . . Method in any case is an effective way of employing some material for an end." Bruner spoke of the interrelatedness of methods and curriculum when he said, "There are certain orders of presentation of materials and ideas in any subject that are more likely than others to lead the student to the main idea."

The rapid rate of change in knowledge and skills for most occupations affects curriculum content and therefore method. Dr. Tyler has stressed this idea. He said, "The emphasis should be upon helping students widen their horizons and develop into life long learners, interested in and capable of acquiring new knowledge and skills. Other writers have suggested the elimination of content which will soon be outmoded to give more attention to developing the skills involved in gathering and interpreting data, communicating, working efficiently, and becoming adept at learning.

Methods then must be planned with consideration of the subject matter to be taught, the students who are to learn and the teacher who is to direct the learning. In considering the methods to use in teaching gainful employment, of first importance is how to establish an atmosphere in which learning is encouraged, an atmosphere of mutual respect between teacher and pupil. In other talks I have mentioned the necessity of becoming acquainted with students, cooperative planning, students involvement in all phases of the program, and the care and improvement of the classroom so that it is a comfortable and attractive place to work. We all recognize that the environment teaches! The teacher is part of that environment. The alert, well informed, enthusiastic teacher who smiles and laughs, who does not take herself too seriously, who conveys deep interest in student's problems, who is physically attractive in that she is well groomed and up-to-date in dress is a part of the environment that is positive in its influence on learning.

Another consideration in planning methods is their relation to the principles of learning. Goodwin Watson, in What Psychology Can We Trust listed some generally accepted principles. These are:

1. The best planned learning provides for a steady, cumulative sequence of successful behaviors.
2. The type of reward which has the greatest transfer value to other life-situations is the kind one gives oneself . . . the sense of satisfaction in achieving purposes.
3. Students are more likely to throw themselves wholeheartedly into any project if they themselves have participated in the selection and planning of the enterprise.
4. Reaction to excessive direction by the teachers is likely to be either apathetic conformity, defiance, scapegoating, or escape from the whole affair.
5. It is useless to command people to think; the process of thinking involves designing and testing plausible solutions for a problem as understood by the thinker.
6. The best way to teach a general concept is to present it in many specific situations and encourage students to abstract and apply the generalization in still other situations.
7. People remember new information which confirms their own attitudes better than that which runs counter to these attitudes.
8. The best time to learn is when the learning can be useful. Learning in childhood, then forgetting, and then relearning when the need arises is not an efficient producer.
9. The superiority of man as compared to calculating machines is more evident in formulation of questions than in the working out of answers.
10. The right size of group for any activity depends both on the maturity of the individuals and the nature of the activity.

11. When groups work for a common goal there is more cooperation and more friendliness than when individuals are engaged in competitive rivalry. Some studies also indicate that the more cooperative groups produce results of better quality. The competitive emphasis directs attention toward winning rather than toward excellence of performance.

Other eminent authorities have said that the student must become involved in the solution of a problem before learning takes place. For the learning to be effective, the student needs guidance as he tries out a new behavior pattern. Too, the learner must have appropriate materials with which to work and enough time to practice the behavior in a sequential manner - from a simple beginning to more advanced ways of reacting. He must find a measure of satisfaction in the changed behavior. Furthermore, the student establishes objectives for standards of performance that are effective and within his capability to achieve, is able to evaluate his progress and is self-determined in continuing practice.

What guidelines do these conditions for effective learning or principles offer in choosing the various methods of teaching? Shall we accept the broader concept of method widely supported and encouraged by educators? This is that overarching all the techniques used to reach an objective is that of student involvement in solving a real problem? What justification is there for teacher-planned lectures, demonstrations, recitations, laboratory experiences? Is the depth of involvement such that learning is taking place when a student sees no reason for the activity and no relation between it and a pertinent problem?

What is experience? Is the mechanical following of directions without understanding the relationship to previous activities and application to future learnings an experience? Alberty indicated that "the nature of experience can be understood only by noting that it includes an active and passive element peculiarly combined . . . . when the interconnections are understood, we are said to have had an experience." A simple explanation might be: we use a hot iron and steam to press the family wash; we undergo muscular activity, which may result in fatigue. An experience involves doing and undergoing the consequences. So we may conclude that for experiences to teach, there must be cooperative planning between the teacher and the learner.

These experiences must be planned to add understanding or information for a definite purpose. The choice of method to use may be based on the fact that activities which involve the whole body may be more effective than those in which only the eye or ear and the brain are involved; for we learn with all our senses, and with our muscles through manipulation of things, along with our nervous system.

Recently (1961) the Educational Policies Commission of the National Education Association stated that the central purpose of American education is to teach the ability to think. What methods and techniques may we use in classes for gainful employment that will assist these students to think? We have mentioned that perception is the basis for thinking. Perception is influenced by the sharpness of the senses, by one's attitude - valve system, by emotional conditions, and by one's earlier learnings. I think we may begin by ascertaining that these students have had their eyes and ears checked. If they need glasses or a hearing aid or have them and are not using them then we and the health authorities should work together to remedy this problem. The need to recognize that the student's perception of the honesty and prestige of a speaker affects their appraisal of them as a source of information. We will do well to use resource people whom the students respect as authorities.

McDonald stated that, "The attitude-value system acts as a selection device which orients the individual to aspects of the environment that are consistent with his attitude-value system." In other words, "we see what we want to see." All of us are aware of the fact that emotional states influence our perception. We can become so burdened with grief or emotionally upset that we may withdraw to the point that we hardly perceive what is going on around us. Students sometimes need help in entering and re-entering the everyday world of school. The environment in which we grow up affects perception. Do you remember some research which showed that children from impoverished backgrounds drew the size of different pieces of money much larger than children of middle income parents? The value or size of the dollar seems in increase in proportion to financial needs. Many aspects of the classroom environment influence perception. Care should be exercised to provide conditions whereby students can see and hear adequately.

Communication is a basic component of the ability to think clearly. Earlier the importance of communication was discussed with stress placed on vocabulary study. Students need also to improve their ability to listen. A demonstration on note taking and outlining may be necessary. You might intersperse a lecture with the use of flip charts and the chalk board to prevent fatigue of listening and to keep interest high.

What are the processes of thinking that are used in problem solving? How may we help students to identify the processes, to use these processes in a sequential manner? The first process of thinking is to identify the problem. Students may be provided opportunities to identify problems. Role-playing a job-interview may point up problems in securing a job. The second process of thinking is to recognize the need for information to solve the problem. Here the teacher stimulates thinking by questioning rather than providing the information. The third process of thinking is to recall learning, to reason about past experiences for application to present problem. The next process is to hypothesize - to make an educated guess using pertinent information.

The other steps in the problem solving method are: (1) to locate facts and interpret them, (2) to test out the solution and (3) to draw conclusions. In directing students through the steps in problem solving the processes of thinking and the sequential order may be taught in a deliberate and consistant manner. For students to think through problems in everyday life they need to adopt orderly and logical techniques. Class projects which are carried out by the problem solving method may stimulate students to use the same procedure in individual projects, and later in personal difficulties.

Other processes of thinking have been discussed. In the consideration of concepts and generalizations, the use of reflection, analysis and abstraction in thinking was pointed out with a few suggestions for teaching. To briefly summarize, reflecting or meditating about perceptual and other experiences is essential in developing a clear accurate understanding of ideas about processes, objects, events and people. Analyzing experiences, which may be in the form of a demonstration, field trip or minute-drama, to see the cause and effect, similarities and dissimilarities of ideas and/or processes in the situation helps students to perceive the relationships involved. Organizing and arranging knowledge into categories results in abstractions which are used in reasoning. We also discussed the necessity of helping students to draw inferences and reach conclusions for clear, logical thinking. Some questions were cited for teachers to use in helping students to draw inferences that are based on facts or premises and to draw conclusions in the form of principles and generalizations.

In the discussion on ways of teaching, the value aspects of thinking was considered with suggestions for several methods - short stories, role playing, case situations, et cetera. The overall purposes are to: (1) help students recognize how values affect decision making, (2) to identify and clarify their values, (3) to determine the sources of their basic values, and (4) to accept persons with different values.

In teaching the processes of thinking it is highly desirable that students learn to identify and recognize the processes. Do you remember the newspaper article, "A New Look in Education" which I shared with you. Recall this statement, "the teacher said he was 'observing', 'communicating', and something called, 'classifying'." This article seemed to exemplify creative thinking. The article is a fictional report of The Developmental Junior High School, a project of the Northwest Arkansas Supplementary Education Center. Because of the demands on education for developing creativity many programs of experimentation in teaching creative thinking and other research relative to creativity are being carried out. Studies by such authorities as Guilford, Taylor and Wallace, 1959, indicated that some of the abilities involved in creative thinking are vital to vocational success.

The identification of the skills required for job performance and the teaching of these skills necessitate a high level of precision or exactness. Methods to use in identifying the skills may be field trips to observe the actual procedures; use of movie camera to film operations (these may later be used to develop movements, in the way the basic skills in industry have been developed by teachers in trades and industries); taking a series of photographs which show the different skills performed on a job, and combining the photographs into a film strip; use of job descriptions from the State Employment Service. If we accept the definition of a skill as a complex organization of behavior which includes cognitive, attitudinal, evaluative as well as performance processes, the complexity of teaching a skill is seen. Those of us who have worked in a factory, a store or dining room know some things about standards of marketable skills, the physical stamina required and also the drive needed to learn a complicated skill.

Psychologists have pointed out the necessity of three theoretical steps in learning skills. These are: (1) demonstration facilitates learning when the appropriate responses are clearly indicated and described, and when the response broken down into elements, is not too complex for the learner; (2) reinforcement strengthens appropriate responses and is most useful in facilitating learning when applied frequently and promptly; (3) spaced practice that provides sufficient time for the learners to attempt responses is more efficient in facilitating learning than is massed practice, except under some special condition.

There are certain principles that are generally applicable to the acquisition of motor skills.

1. A good start is essential. The correct form or technique should be stressed before speed.

2. A conscious effort should be made to improve results by concentrating and working under some pressure, as in competing with the class or one's own record.

3. Attention should be concentrated on making correct movements. Accessory and non essential movements should be eliminated as soon as possible.

4. Practice sessions should resemble as nearly as possible the situation in which the ability is to be used or the movement will be used.

5. Practice sessions should resemble as nearly as possible the situation in which the ability is to be used or the movement will be used.

5. Practice periods should be preferably short and distributed over a considerable length of time for development of accuracy.

6. Attention should be focused upon the general or whole movement instead of upon the details of the movement during practice. Parts that need perfecting should be singled out for particular attention.

Methods used in teaching a motor skill include:

1. Preparing students by helping to build concept of movement. This may be done through a demonstration of the movement, verbal explanations and directions and referral to other information regarding explanations, directions, and models.

2. Guiding students in acquiring new motor pattern by assisting them to perform movement and by evaluating progress - pointing out good form and errors.

3. Helping students to further understand the relationships involved by asking them to verbalize the "whys" and to evaluate their own progress.

4. Directing practice for accuracy (or quality) and skill by helping students follow principles applicable to practice.

Experiments have shown the importance of the following factors conditioning success: (1) the learners attitude toward the task of learning, in general, (2) his attitude toward success, (3) his belief in his own ability to improve, and (4) his interest in improvement, and the strength of his feeling of need for making improvement. Does this point up, again, that our imagination must be invigorated, that we must strike out in bold new ways to motivate these students?

When a product is involved in the development of skills some educators suggest that a demonstration using correct movement and/or procedure may be compared with a demonstration that violates careful planning with unnecessary movements, steps in disorder, improper use of equipment, etc. Students are asked to compare the demonstrations, to locate errors in their own work, to plan for necessary improvements. Home economists from gas and electric companies may present illustrations of time motion in preparation of food in the home kitchen. Students may evaluate these procedures to find applications for use in institutional food service.

Dr. Cross, in discussing natural science in the classroom said, "How fine it would be if every teacher took a few minutes at the end of each class period to help pupils summarize not only what they have learned, but also how they can apply these learnings to other situations. The evidence is distinct and emphatic that the ability of a pupil to transfer a learning to other situations depends upon being helped to see the possibilities of transfer." I heartily agree with Dr. Cross. This is a technique of teaching that pays rich dividends!

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THE SELF-CONCEPT AND THE WORLD OF WORK

Dr. Beverly Schmalzried
July 19, 1967

Introduction

1. The self, as known to the individual is both perceptual and conceptual. Staines (1958) maintains that the self is primarily perceptual in nature. The individual learns about his self through experiences: as he tries to finish as fast as the others and finds he cannot. He also learns about his self from the behavior of others: from the teacher who says: "John, go to the back of the group. You're one of the tallest boys."

> Gradually, the raw perceptual materials of the self are transformed by the manufacturing processes of the mind, so that the self also becomes conceptual. Memory images and other kinds of mental structures, notably concepts are developed. The self, as known to the individual is both perceptual and conceptual. (P. 406)

2. The self concept of the individual can be seen as composed of three parts. The first of these is the Cognized of Known Self which comprises all those characteristics of the individual that he recognizes as part of himself. Whether or not these correspond to objective reality or to what others think about him does not matter. The cognized self is what the individual perceives and conceives himself to be. This is "me." Another aspect of self is what the person believes others think of him. This can be called the Other Self. How often have you heard a student say "No one else thinks I'm attractive." "My mother sees me as a child," or "The teacher thinks I'm not good at anything?" For the adolescent, the view that others hold of him is of great importance.

The third component of self is the Ideal Self - part wish, part "ought," the standard to be reached. "I wish I were more considerate," "I should be a better student." The Ideal Self can be a burden which hangs around the adolescent's neck as a reminder of his own inadequacies or his inspiration to attain greater heights.

3. There are certain aspects of self which individuals are usually concerned with. The most obvious are physical characteristics and abilities. Others include traits, attitudes, interests, values, wants, goals, status, roles, in-groups, and philosophy of life. The aspects of self with which the individual is concerned may be in regard to the Cognized Self ("I'm too tall to be pretty."), the Other Self ("Boys think I'm too tall"), or the Ideal Self ("I wish I weren't so tall"). The adolsecent may center on only one or two aspects of his being unless adults help him to broaden his concept of self.

4. There are a number of other dimensions of self which can help us to understand its importance in the functioning of the individual. Among these are:

   a. Self-awareness. Some individuals are so caught up by life that they are little aware of themselves as persons; others very self-centered; others continually and painfully self-conscious.

   b. Certainty. Individuals differ in the degree of certainty with which they report on what they are like. It is not surprising that Petula Clark's pop hit "Who Am I?" was a favorite of teens.

   c. Self-acceptance is the term for the continuum whose limiting points are an unreal over evaluation of the self and self-rejection. Between them lies the optimal region of self-acceptance which occurs when the cognized and the ideal self are close together: "I am like this and happy to be this way." It is important for us to know that the adolescent girl is less accepting of herself at 17 (the age when we will be teaching her) than in the years immediately preceding (Roff, 1959).

   d. Insight is the degree to which the self-picture corresponds to reality. Part of the teacher's role can and should be to help the adolescent to increase his insight into his own capabilities and areas in which he is less capable.

   e. Stability is an important aspect of self. Stagner (1951) contends that the self must be stable in order to give a consistent basis for personality and action.

f. Potency can be described as the sense of confidence a person developes in his own adequacy. How important this sense of adequacy is for the student as he goes out to takehis first job!

g. Differentiation refers to the degree to which the person distinguishes the various aspects of self. Part of your interaction with student's can be in helping them to become aware of the over-looked components of their being. Adolescents tend to let their feelings about their physical self color their attitudes toward other aspects of their self-concept. Perhaps we in home economics have "stayed too long at the fair" with our emphasis on the physical attributes of the individual. Is it not now time to include other aspects of self-awareness in our teaching?

h. The dimension of integration concerns the meshing of all aspects of the self so that the individual has established a hierarchy of his values, goals, etc. He knows what will take precedent over what. If a conflict occurs he can predict which aspect of his self will win the battle. An example: although a student is aware of her shyness she knows that her need to be recognized will see her through her ballet performance. Integration of self is a continual, complex process in which we are each involved.

i. Identification. Persons vary in their identification with ideas, groups, institutions, and objects. "I am Jewish," "I'm from a lower class family." These identifications are an important dimension of the conceptual self of the gainfully employed teenager, particularly when the adolescent identifies with a less-valued minority group.*

5. The self develops and grows through a long and complex process of individual and group interactions. At the time of birth the infant is flooded with a number of new sensations. Judging from the diffuse nature of the infant's reactions he is not able to differentiate these sensations from the stimuli which cause them. The dawn of self

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*Dimensions of self adapted from Staines, 1958.

awareness probably occurs when the child is first able to make these distinctions. As he reaches out into the world seeing himself as separate from it, he learns that he can affect it and that it affects him. Ames (1952) explained that during the first year of life the infant "discovers himself" and "finds a place in, yet apart from the outside world."

Among the early signs of self-awareness in the child are:

1. The child beginning to actively control his environment. The child learns he can produce effects by his own actions.
2. The child becoming aware of his own body--developing a "body image." Sensations play an important role in defining the boundaries of a child's image of his body. At first infants treat the body parts as separate objects and may not realize they are attached.
3. The child responding to a mirror image of himself. Stages have been noted in the infant's response to a mirror. These are:
    a. no interest in mirror, recognize mother
    b. regard mirror image as playmate
    c. Who dat? stage
    d. coy stage (12-18 months) (Dixon, 1957)
4. The child identifying with different parts of his body (Horowitz, 1935).
5. The child recognizing bodily differences between the sexes and identifying with the sex to which he belongs (Conn, 1940).
6. Being able to distinguish between "I" and "you," "mine" and "yours." Being able to distinguish between dreams and actual happenings, and acknowledging feelings as ones own are all signs of increasing self-awareness.
7. Self-assertion (the negativistic stage) and comparing oneself to others.
8. The child becoming aware of the social class to which he belongs (usually in the elementary school grades) (Stendler, 1949).
9. The child becoming aware of racial differences. (Clark and Clark, 1940; Horowitz, 1939). The age at which children realize the ethnic group to which they belong depends in part on circumstances in the environment in which they live.

10. Among the earliest experiences which influence the development of the child's view of himself are those with other people. The position that the child's attitudes pertaining to himself are influenced by "significant others" has been expressed by Sullivan.

> According to Sullivan the "self-system" has its origins in interpersonal relationships and is influenced by "reflected appraisals." If a child is accepted, approved, respected, and liked for what he is, he will be helped to acquire an attitude of self-acceptance and respect for himself. But if the significant people in his life - at first his parents and later his teachers, peers, and other persons who wield and influence, belittle him, blame him and reject him, the growing child's attitudes toward himself are likely to become unfavorable.
>
> In assessing the influence of interpersonal relationships in the development of a child's view of himself it is essentail, however, not to lose sight of the fact that the relationship is interpersonal. It includes the child as well as the others, and the child's own qualities play an important role in the relationship... children differ from the time of birth in temperament and disposition in their demands and their response to the treatment they receive from others and in the response they evoke from others. Infants, for example differ in the extent to which they are active or passive, irrespective of the social environment in which they are reared... parents who have reared two or more children report, for example, that almost from the day of birth one child was more sensitive than the other and that as the youngsters grew older, one would show "hurt feelings" when mildly scolded while the other would take the scolding in stride or even strike back... (Jersild, 1960, p. 202).

Unfortunately we are not able to control the factors which cause a child to be bent in a certain way nor do we have the expertise in child development to know the "ideal" child rearing practices for even the most simplified "types" of children with which we are blessed.

Now that we have reviewed the dimensions of the self-concept and outlined the way in which the self-concept is developed and molded through the years of life, let us turn to the issue of the day: the self-concept in the world of work. It is my feeling that

6. the self-concept of the individual is an important aspect of education for gainful employment:

    a. The self-concept of the individual affects his aspirations and goals for the present and the future. This has been fairly well-determined by research. For example, Moore (1960) found the self-concept of the adolescent was related to his image of the occupation he expressed preference for. Students with little discrepency between their ideal and real self were found by Moses (1960) to select higher vocational levels. Also Schutz (1959) found that adolescent boys' level of occupational aspiration was in part a function of their evaluation of and satisfaction with their perceived self. These are only a few of the studies linking vocational choice and self-concept.

    Maslow (1943) presented a theory of human motivation and delineated the hiearchy of needs leading to maximum functioning of the individual. According to this author, these steps are:

    self-actualization
    esteem
    love
    safety
    physical

    As you can see, self-esteem is an important factor in the individual striving to be and becoming everything that he is capable of being.

    b. The self-concept of the adolescent affects his ability to profit from training, experience, and evaluation. In relation to the development of the individual's self-concept it is important to recognize that each person has a strong tendency to preserve attitudes and ideas he has already formed. The adolescent strives in the presence of others and in his own eyes to be himself (as he sees himself) and to live in accordance with his concepts or attitudes regarding himself, whether these be true or false. In his educational experiences, therefore, his already established self-system will filter out for assimilation only those learnings which can be integrated. It may be difficult for the student to see or hear or grasp the meaning of anything, favorable or unfavorable, that goes counter to his picture of himself.

It is important also to note that each person spends a great deal of energy in maintaining his self-concept. Particularly if the adolescent feels insecure he will devote himself to proving to himself and others what he really purposes to be. We can be aware of this in ourselves: we are threatened by new ways of doing things, we are defensive when others offer suggestions, we seek reassurance from others that we are the most dedicated, the most challenging, etc. In contrast, the self-actualized person, who has self-esteem, is characterized by a high degree of openness to life. He is able to look at himself accurately and realistically. He has such a degree of trust and faith in himself that he is able to look at any and all aspects of his self without the necessity for defending himself or distorting events in ways he would like them to be. The person with acceptance of himself is able to say, "It is true. I didn't do a very good job today." He is not resigned to his inadequacies but sees them as part of his imperfect but acceptable and growing self. Because of his trust in his self, the student is able to try new ways of doing things, evaluate himself more realistically and less defensively and respond more openly to your suggestions.

c. A positive self-concept also allows a person the freedom to be creative, to try new methods, to risk himself in new ways. Only when a person has a back log of success, when he feels that he is worth something and that his ideas are worth something, will he experiment with new ways of arranging the shelves, or using a cake mix, or folding the washing. "I'll try," "I wonder how it would work this way," "I think I could do that," come from having tried at some other task and succeeding, from feeling that one is a capable person. Only when there is a underlying feeling of self-esteem can self-actualization occur. Self-actualizers are free wheelers able to move off in new directions and this of course is what we consider creativity - creative use of materials and of ourselves.

d. The self-concept of the adolescent affect his attitudes toward others and his ability to live and work with them. There is evidence that the attitudes one has toward oneself color the attitudes one has toward others. The adolescent judges himself as he has been judged and then in turn judges others as he judges himself. (Jersild, 1960) If we can help young men and women to value and accept themselves we will be rewarded with the valuing and respect which they have for others. If we treat them in such a way that their self-respect is lowered, we will be contributing to a world of hate and hostility. You have all heard the story of the boss who critisized the employee, the employee went home and screamed at his wife, the wife yelled at the child, the child kicked the dog, the dog bit the boss, and so on, and so on.

Being well-adjusted, or, perhaps it would be better to say, being in a state of well-being is perhaps one of the most important attributes an individual can bring to a job. As you know, most employees are not fired or dismissed because of poor work performance but because of personal qualities which make it difficult for them to work within the job setting. A healthy self-concept enables one to have positive attitudes toward others and frees one to enter into creative human relationships with co-workers, employers, children, and others.

7. The literature in regard to the self-concept emphasizes the value of the individual holding a positive view of himself. How then can we who are concerned with the gainful employment of youth promote their personal growth realizing

all of our efforts at training, in the narrow sense of that word, will be futile unless we are also successful in this respect? Coombs (1961) has outlined guidelines for the educational system interested in nurturing the self-concept of students:

a. We must regard the individual's self as a recognized part of the curriculum.
b. The need for people who see themselves positively means that we should avoid experiences which diminish the child's self-concept.
c. We must provide for individual differences.
d. We must apply our criteria for self-actualization to every educational experience.
e. It is necessary for us to learn how things seem to our pupils.
f. We must provide for rich opportunities for individuals to explore and test themselves.
g. We must allow students the freedom to be competent, responsible, and independent.

In these ways we will help students to come to know and accept themselves, in order that they may enter the work force with self-confidence and self-respect, as well as with the necessary skills.

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DESCRIPTIONS OF SOME OCCUPATIONS IN DIFFERENT AREAS OF HOME ECONOMICS*

Mrs. Ata Lee
June 21, 1967

Occupational Preparation defined: The courses or units of instruction in home economics emphasizing acquisition of knowledge and development of understandings, attitudes, and skills relevant to occupational preparation and the utilization of specialized knowledge and skills of home economics. Learning activities and experiences are oriented toward the development of competencies essential for entry into a chosen occupation or for acquiring new or additional competencies for upgrading occupational proficiency.

Subject matter is coordinated with appropriate field, laboratory and work experience. Occupations include those which provide (1) services to families in the home and similar services to others in group situations; (2) assistance to professional home economists and professionals in fields related to home economics in industries, agencies, and organizations; and (3) other services and/or assistance directly related to one or more home economics subject matter areas.

Care and Guidance of Children - Preparation for a variety of employment related to child care centers and young children; e.g., assisting directors of child day-care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in stores and airports.

Clothing Management, Production, and Services - Preparation for employment concerned with clothing and textiles; e.g., fitting and altering ready-made garments, custom tailoring and dressmaking, laundry-dry cleaning work, and demonstration work and technical work in business and industry.

Food Management, Production, and Services - Preparation for a variety of employment related to institutional and commercial food services. These may include workers and supervisors in hospitals, child-day-care centers, homes for the elderly, and school lunch programs, and demonstrators and technicians in the food industries.

Home Furnishings, Equipment, and Services - Preparation for a variety of employment related to home furnishings and/or equipment which includes assistance to purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators, and custommaking of curtains, draperies, slip covers, and other related items.

Institutional and Home Management and Supporting Services - Preparation for a variety of employment concerned with public housing services to homemakers, and housekeeping services. These include hotel and motel housekeeping, homemaker services, institutional housekeeping, and assistants to homemakers and management aides in public housing.

GUIDELINES FOR PLANNING AND EQUIPPING A CHILD CARE INSTRUCTION LABORATORY

Thirty-five square feet play space per child is minimum accepted for licensure exclusive of storage and space for food preparation. Fifty square feet per child is minimum required by some states. Many centers are larger. It is preferable that all tables be adjustable as to height so they may be used for different size children and for different purposes. Stack chairs are preferred. They fit into minimum storage space and can easily be moved and stacked to clear the floor for different activities.

Areas of Activity	Suggested Equipment for Each Area
Block Corner - located away from lines of traffic	Unit blocks, hollow blocks, small boards, and such accessories as trucks, animals, people, traffic lights and the like
Creative Play	Dress-up clothes
*Housekeeping or Doll Area	Dolls - Child-size furnishings, including a range A sink with a real dishpan in it Cupboard for dishes Small dresser for doll clothes A child's rocker Doll bed large enough for child to get in it Iron and ironing board Dress-up clothes

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*There will be interaction between areas of activity through interchange of items in different areas to help a child have a successful play experience.

Areas of Activity	Suggested Equipment for Each Area
Area for Manipulative Skills	Table and Chairs Pegs, pegboards, small table blocks, color design blocks, wooden beads for stringing, and simple wooden puzzles and other items which encourage hand-eye coordination
Art Area - place near natural light	Table (preferably rectangular) of adjustable height; a stack chair for each child; two or more easels - accessible to water for washing hands and mixing paint
A Quiet Corner (Library and Science Area)	Books, record player and records, simple games Low book shelves so child may select books Such items as pine cones, seeds, and plants for nature study, to be collected by children and students; maybe a fish bowl A small table and chairs for sitting while looking at books or listening to records Carpeted so children may sit on floor

Areas of Activity	Suggested Equipment for Each Area
Space for Equipment That Requires Use of Large Muscles	Climbing apparatus with accessories such as ladders, hollow blocks and small boards Climbing structure such as a ladder box and boards used with saw horses Avoid crowding the space with equipment so as to permit running, climbing, crawlling and the like
Toilet Area	Toilets and lavoratory facilities to meet state standards and accessible to outdoor play area
Storage Area	Storage facilities for both indoor and outdoor equipment Lockers - one for each child, at least 12 inches wide, with a shelf for hats, a hook for his coat, and provisions for storing boots and his personal belongings Storage for teacher supplies and belongings
Rest Space	One cot for each child with adequate storage space for cots when not in use

Areas of Activity	Suggested Equipment for Each Area
Outdoor Space 100 to 200 square feet per child	Must be fenced for safety and equipped with a gate or other entrance not easily opened by children Avoid filling space with too much equipment so children may have space to run, throw, roll and play creatively Seesaws, balancing boards, packing boxes, wheel toys, sandbox, planks, tires, balls, hoops

FACILITIES FOR GAINFUL EMPLOYMENT CLASSES IN CHILD CARE SERVICES

Mrs. Mary Ray
July 21, 1967

Introduction

In the short time since I became a supervisor in 1961, home economics has changed from being solely occupied with the training for the vocation of homemaking to concern with training young men and women for gainful employment in areas which utilize home economics aptitudes and skills. A change in program demands a corresponding change in facilities. Since educational facilities are usually built with the idea that they will be used for fifty years, it is evident that we must plan carefully with the future in mind for those facilities which will be built now. One of the trends in new facilities is for the area vocational school. Under the Vocational Act of 1963, federal funds are available to help build these facilities. In Broward County, the area vocational school is nearing completion about five miles south of Fort Lauderdale. It is called the "Sheridan Vocational Center." Mrs. Gladys Hutchinson, the Co-ordinator for Adult Education, was in charge of the planning for this department. I think you might be interested in the details which go into such planning.

The Beginning

Based on a vocational survey, it was decided to plan for two programs in training for gainful employment in home economics -- The Nursery Day-Care Center Worker and The Supervised Food Service Worker. The facilities for these areas would be built immediately. Later, facilities would be added for training clothing alteration specialists. A dining room for food service will also be included in the second building. We are concerned here with the facilities for the Nursery Day-Care Center Worker. Since Mrs. Hutchinson knew very little about the operation of a nursery school, she sought help for the planning of the course as well as the facilities.

She read many books and pamphlets to define the activities which would demand specialized facilities. These books and pamphlets also helped her in space requirements, both indoor and outdoor.* Reading about a subject is never enough. We have 180 licensed nursery schools in Broward County and many of them are quite well equipped. Mrs. Hutchinson visitied many of them and enlisted the help of the owners. She also consulted with the several child psychologists in the area. From these community resources she began to build her advisory counsil. She made trips last summer to the better known nursery school centers such as Cornell, Syracuse and Merrill-Palmer School. In Detroit she became acquainted with Miss Helen Parkes, Director of Nursery Education in Michigan. Later Miss Parkes visited us in Broward County, and her aid was invaluable. Finally, she felt that she was ready to go to our County Department of Plant Planning and to begin to see her ideas on the planning board.

The Planning

We are fortunate in Broward County in having a most cooperative plant planning department. Norman Pettigrew spent many hours with Mrs. Hutchinson discussing the objectives of the course, the program which would be offered, and the activities which would be carried on in these facilities. He sketched many preliminary plans before they became close to what was desired. The architect who would finally execute the plans was consulted many times. He was a most creative and imaginative person and much of the credit for the originality of the design belongs to him.** These preliminary plans were submitted to the Advisory Council who revised them and made comments and suggestions. They were then returned to Mr. Pettigrew and the architect.

Meeting Requirements

So far no accreditation standards for the area vocational schools have been set by the State Board of Education. However the plans must be submitted to them for scrutiny and approval.

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*See Bibliography.

**Otto Haack of Anson, Grove, Haack and Associates, Fort Lauderdale.

But on the county level, many requirements must be met, and these would differ from county to county. The fire department must be consulted for proper exits, fireproofing, fire extinguishers, etc. The County Board of Health is concerned with the amount of space allocated per child, the sanitary facilities, kitchen facilities and health hazards such as swimming pools.

Storage

Sufficient space must be provided for storage. The education specialist must inform the architect what is to be stored, and the dimensions, even to the height of the books. He then can allocate the necessary space and devise the efficient arrangement of the storage areas.

Final Approval

After the final revision was approved by the Advisory Council, the plans were sent to the consultants, Miss Parkes in Michigan, Dr. Dales at The Florida State University, and the Merrill-Palmer School. Any revisions suggested by these consultants were made, and the plans were then submitted to the Broward County Board of Public Instruction. From there they went to Tallahassee for approval by the Home Economics Section of the State Board of Education. Many people and groups of people had a part in these plans. Although Mrs. Hutchinson, Mr. Pettigrew and the architect were primarily responsible, the community through the advisory council, the consultants, the home economics section, all played an important part. As a member of the Advisory Council, I, too, helped in the planning. How important all this was to us became very clear last October. It is important in a laboratory nursery school such as this to provide for observations by the trainees. The natural actions of small children are inhibited if they become aware that they are being observed. An observation room was provided with one way windows. Since cleanliness of the body and toilet habits play an important part in training young children, windows were provided that looked into the bathroom area, which would be used by the young children. The Advisory Council and the consultants approved this.

Our own Board of Public Instruction approved the plans but apparently did not notice this particular feature. What happened to us should serve as a warning that you can never plan too far ahead of public opinion. In all fairness to the parents of Broward County, they were never given the opportunity to assess the true value of the windows. Emotions were aroused, and they always interfere with critical thinking. The newspapers played up this feature as "peep windows." They did not bring out that this was a nursery-laboratory, nor that the attendance of the children was purely voluntary. From the articles in the newspapers you would have thought that this was an elementary school, and that high school students would be permitted, even encouraged, to spy on little children as they used the toilets. Editorials were written on this latest "invasion of privacy." The public became inflamed and stormed the school board. The telephones were ringing constantly. How thankful we were that this was not just our idea, but the ideas of many. Our Advisory Council and consultants supported us. The Board ordered the windows removed, and we complied.

Equipment

Let me say a word concerning the ordering of equipment although this is one of the biggest jobs. The planning for equipment really must go along with the planning of the whole facility since space of the right size must be allocated. The first step is to investigate the equipment which is desirable and available. There is a bewildering variety from which to choose, especially for the world of children. The same sources which helped us plan the facility were utilized to plan the equipment. Much commercial help is available also. After the equipment is chosen, specifications must be drawn, specific enough to get what you want but not so specific as to prevent bidding. This is very difficult. Generally, any item or any group of items over $300.00 must be bid. This takes much time. The requisitions must be made out far in advance to allow for the bidding procedure. The accepted bid must be authorized by the school board for purchase. Once the purchase is made, weeks or months may elapse before delivery.

Steps in Building

Even though the plans seem perfect on paper, as they assume the third dimension in building, small revisions may be necessary. Frequent supervision is necessary, and any needed changes should be brought to the attention of the architect.

A Look at Sheridan Vocational Center

As you look at the plan, notice the points which I have made.

Outdoor area -- covered playground, outdoor storage, drinking fountain.

Wide overhang.

Flexibility of use -- two child laboratories separated by folding door.

Provision for activities -- toilet for each side, child kitchen, observation room, library-conference room, unit kitchen, student toilet.

Provision for storage -- separate entrance for students.

Use by Other County Schools

These plans were devised to encourage other schools in the county to make use of the center. The entire second floor is for observation by large groups of students. The stairway is at the back so that students can come and go without interrupting the nursery school. Adults can also use these observation features to increase understanding of child behavior.

Educational Concepts

Keeping in mind the details of planning, let us move to a different type of facility. The regular high school must be planned so that it is adaptable to both the homemaking program and the courses in gainful employment. This is where MONEY comes in. Under the present program, assuming twenty-four in a class, Level Two accreditation standards, 3180 square feet are allocated to home economics. This is barely enough for the homemaking program and does not allow special facilities for gainful employment courses. The obvious course is to allow more square footage, but this costs money. There is a question whether the number of students who might take courses in gainful employment are sufficient to justify extra space for their training. For instance, at Stranahan High School there are 290 to 300 girls enrolled in the homemaking phase of home economics. There are forty girls taking the gainful employment course for nursery workers. Can we justify space just for them? It seems to me that we must make our space flexible so that it can be adapted to the courses which we are now offering or to courses which we may offer in the foreseeable future. To do this we must identify the basic educational concepts which will guide us as we plan the facilities. You have probably studied the issue of "The Illinois

Teacher"* devoted to the facilities for the home economics program. Also I am sure you have been reading the conference report, "Contemporary Issues in Home Economics."** I, too, have studied these, and I would like to give you some of my thoughts along these lines.

Four basic concepts are discussed as basic to the development of home economics facilities.

1. Teaching - Learning Centeredness.

This simply means doing the same thing we defined for the area vocational school. What activities do we plan for? If we take the activities for the homemaking program and add the activities needed for gainful employment we should be able to plan a department which can be used for both types of programs. For instance, let's list the activities.

Homemaking	Nursery school aide
Lecture - recitation	Assist in operation of nursery school
Demonstration	Play area
Small group discussion	Music area
Laboratory work	Quiet area (art)
Conferences	Eating area
Teacher planning	Toilet area
	Observation

You can probably think of others. Identify specific teaching-learning situations.

2. Accomodativeness.

Rooms must be adaptable for use in different programs. When nursery is not in operation, room should be used for something else. Folding walls are helpful but limit storage. Rooms should be easily changed to fit different situations.

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*Elizabeth Simpson and Joseph M. Barrow, "The Setting for the Home Economics Program at the Secondary Level," Illinois Teacher of Home Economics, VIII, No. 2, 74-86.

**Joseph M. Barrow, "Facilities for Emerging Programs," A Report to the National Conference on Contemporary Issues in Home Economics Education, University of Illinois, May 9-13, 1965.

3. Minimization of Distractions.

Air-conditioning is a must, whatever the program, for quietness as well as comfort. I think carpeting would be a big help although I have not been able to sell my county on that idea. The problem of traffic needs to be considered. People entering the department should not have to walk through a classroom. Students with a clothing-mending problem should be able to take care of it without distracting a class. Air-conditioning eliminates windows which are a visual distraction. Glare is also a visual distraction as is any movement not connected with class work. Uncomfortable seats, tables too low or too high, -- all are distractions. Along with this the whole department should say plainly that this is a place for work, not play.

4. Educational Continuity.

Will the department be used for adult education as well as secondary? How much demand will there be for gainful employment courses as well as for homemaking courses? Will the P.T.A. or community groups make use of the department? What about F.H.A. activities?

A Look at Hollywood Hills High School and Margate Jurnior High School

Hollywood Hills High School, formerly known as Danie-Stirling, will be built in the spring of 1968. It has been planned to accommodate a research project in which I am interested. Let's test it against the educational concepts. Within the limits of the square footage, it is teaching-learning centered. We have tried to adapt the facilities to accommodate every situation we could think of. Our big limitation is in storage. It is accommodative -- at least for nursery school workers. The nursery can also be converted into a home science laboratory. Observation windows are here; also an efficiency kitchen. Toilet facilities have been provided as well as access to a play area. The lecture-demonstration area will be used by the art department as well as the home economics department. It is set up for projection of visual aids for all courses. The distractions are kept to a minimum. The lecture-demonstration area can be entered without interrupting other classes. We anticipate that the adult program will use the lecture-demonstration area especially. In fact we believe the school will envy this feature, and we may have trouble keeping it for our use. This plan is not perfect. It represents constant compromise with what we wanted and what we could have. Margate Junior High School shows our adaptation of the supervisory aisle which was suggested in the Illinois Teacher. This has nothing to do with the nursery aide course, but I do think it could be adapted to the supervised food service worker.

Adapting Old Facilities to Gainful Employment Courses

Many teachers find themselves in a department which was built for homemaking. It is easy to close the mind and keep on teaching as usual. The attitude of the administration may be most discouraging. The county office staff may not yet perceive the need for courses in gainful employment, particularly if it will upset or change the current program. Change is always resisted, never welcomed. Someone needs to take a look at the possibilities for introducing the new courses even in an old facility. These possibilities depend on an assessment of many factors.

1. Size of the School.

In a small high school, the possibility of getting enough students sixteen or older who are interested in vocational training is rather slight. In a high school of 2,000 or more there should be enough students for a class.

2. Social and Economic Structure.

A school located in an upper middle class community will not have the need for vocational classes that a school will have which is in a lower middle class neighborhood. But do not be fooled by the number of students who say they are planning to go to college. That is a status symbol, but most of them will be looking for jobs on graduation.

3. Needed Space.

Are the facilities taken up completely with the homemaking courses? With a little ingenuity could the schedule be rearranged to allow for a three hour block of time?

4. Availability of Special Facilities

Is this space close to toilet facilities, outdoor play areas, kitchen facilities? Can some arrangement be made for observation of young children by the students?

5. Renovations

Are major renovations needed? If so, will the structure of the building permit? Men don't trust a woman who lightly talks of removing walls before she knows if the walls are load bearing. How much will these renovations cost? Can you justify the cost? Can the course be offered if only minor adaptations are made? Can room dividers be used? What about screens to divide the room?

6. Equipment

Where can you get the equipment for the course? Is there enough money to buy new equipment? Can you borrow from an elementary school? What kind of equipment can be improvised by the students?

These are all questions for which we sought an answer as we considered the possibilities of adapting a regular home economics department to the course for the nursery day-care center worker.

A Look at Stranahan High School

During a teacher conference day, when I was visiting at Stranahan, the teachers and I began to take a new look at the facilities with the idea that we might begin to train girls as nursery aides. Stranahan is a large high school -- about 2,700. Its school population is very heterogeneous. It draws from all classes of people. The home economics department is large and spacious. There were three home economics teachers who were eager to try new courses. One of them is a participant in this seminar. A receptive mind opened our eyes to the possibilities of the home economics department for the new courses. As you can see in this transparency, the home economics department is long and narrow along one side of the building. The foods laboratory is at one end separated from the clothing laboratory by the living-dining area, cabinets, office and a bathroom.

At the other end is a classroom which is separated from the clothing laboratory by fitting rooms and storage areas. A grassy area is between the home economics department and the parking lot. In this storage area there is a sink with counter space. Suppose we turned this into an efficiency type kitchen, removed these walls, put in a wall here, cut a door there, fenced part of the grassy area here! We would have a workable laboratory for training nursery aides. We even have the private toilet area. If we put a gate here and a walk to the door the children could enter the nursery school without going through the high school. If we did this, the department would look like this. It would still be functional for homemaking, but we have added the dimension of gainful employment. Unfortunately our grand plans did not materialize because of MONEY! We had to modify and compromise. We did fence in the grassy area. We received vocational money for equipment but not for the needed renovations. The county felt the renovations would cost more than we could afford at the present time. Nevertheless, we did train forty girls in two classes as nursery school aides at Stranahan High School last year. It was certainly far from an ideal situation, but we felt the course was worth-while, and we are offering the two classes again this year.

I want to show you some other floor plans of a typical high school home economics program. See if you can be ingenious in devising a place for teaching the Child Day-Care Center Worker.

Now what are the points to remember concerning the nursery school itself?

I. Space

   A. Space indoor is of prime concern - thirty five square feet per child exclusive of storage, lavatories, isolation rooms, conference rooms.
   B. Space outdoor - 200 square feet per child.

II. Indoor Facilities

   A. Fire protection - most of our schools would easily meet this criteria.
   B. Health protection - dry, clean, sanitary isolation room.
   C. Adequate light.
   D. Cheerful room.

- E. Large, clear floor spaces.
- F. Low windows, if any.
- G. Low toilets and wash bowls or steps if full size.

III. Facilities Outdoors

- A. Accessible to toilet facilities.
- B. Drinking fountain.
- C. Fenced grassy area with shade.
- D. Provision for storing outdoor equipment.

What facilities are needed for the trainees?

1. Classroom equipped for small group discussions.
2. Area suitable for showing films and film strips.
3. Area for observing nursery school in operation.
4. Kitchen facilities for preparing snacks.
5. Resource center for individual study.
6. Storage for nursery equipment.

If you are to facilitate change by introducing courses for gainful employment in your particular school, community, county or even state, you must become a change agent. But remember if you wish to influence others, you yourself must be open to influence; if you wish to help, you must also be ready to accept help. These new ideas for home economics are challenging. This help is available to you to facilitate change. Ask and it shall be given unto you.

SPACE AND EQUIPMENT FOR GAINFUL EMPLOYMENT PROGRAMS

Miss Ata Lee
July 21, 1967

I was asked to talk to you today on the subject of "Facilities for Preparation in Home Economics Related Occupations," and I shall attempt to stick to my topic. However, training and facilities are so interrelated that it will be impossible for me to separate entirely "facilities" from "training." I am explaining this at the outset for those of you who may feel that I am wavering from my assigned subject.

Dr. Ridley asked me to deal with some of the "overall" big problems in providing facilities rather than in the details of space and equipment for specific occupations - so, that I will try to do. I will first give you as background for considering facilities some of the facts which will affect the type of training we offer and the type of facilities needed. Then I invite your attention to some questions and issues which will have to be decided before you plan facilities.

Occupations in Home Economics are primarily service occupations - services either for the home or the community. Statistics from the Department of Labor tell us that one out of every 8 employed persons is employed in service occupations. A great increase in employment in service occupations is expected by 1970. We have already witnessed a great increase the past few years in the services which are in demand and those which are being utilized in the home and community. Examples are:

The demand for adequate child care services for working mothers.

Families taking meals outside the home and special meals being brought to the home.

The demand for persons to make curtains, draperies, slipcovers, often done in the store or shop which sells draperies.

The demand for home health aides to serve in family emergencies.

The increased demand for services to the elderly.

In most states, surveys have been made to determine the occupations in home economics which offer the greatest opportunities for employment. At the present time, the occupations which offer more opportunities for employment seem to be:

The care and guidance of children.

Food management, production of services.

Institutional and home management and supporting services.

Clothing management, production and services.

Home furnishings, equipment and services.

Others seem to be emerging.

Some occupations are suitable for high school youth - some more mature adults, and some are semi-professional occupations requiring from 12 months to 2 years preparation, offered in such schools as junior colleges, technical schools, or area vocational schools. Most occupational preparation requires some supervised work experience in an actual situation in which the service is rendered, in addition to the school laboratory experience. The school instruction and laboratory experience prepares the student for entering the work experience which is a part of their preparation. This work experience is comparable to student teaching for those preparing to teach, and the internship of a dietician which is a part of her training. Some of the issues in regard to facilities to be provided in schools offering occupational preparation are:

1. To what extent should the school laboratory be equipped to duplicate that found in establishments where the student will be employed?

2. Can the schools afford to update equipment often enough to give students experience in working with the latest types?

OR

Will we have to depend on students getting experience with the latest types and models of equipment during their work experience?

3. What are some of the adaptations we need to make in facilities in the comprehensive high school to offer a homemaking program and to prepare for certain occupations?

4. What plan can be developed for providing facilities for preparation for certain occupations in a community where the need for these workers is not continuous?

I will give you some of the pros and cons on questions 1 and 2 and leave 3 and 4 for class discussion.

Some disagree with the idea of equipping laboratories for occupational preparation in the school. This is based on the belief that classrooms and teaching materials are sufficient, supplemented by observation and work experience in the type of establishments in which the student will be employed. Others have found it desirable to equip a laboratory in the school so as to teach principles involved in the occupation, the operation and care of certain equipment and to exemplify standards of efficient arrangement, sanitation and order. They believe that such preliminary training and experience will prepare a student to better profit from work experience and be aware of standards that are desirable.

For example, in a laboratory for teaching food service occupations, it is usually considered necessary to have heavy duty food service equipment to teach certain principles of quantity food preparation and the operation of heavy duty equipment before trainees are assigned to work experience. They may use the smaller sizes of heavy duty equipment for which the principles of operation are the same as the large. Some use the school lunchroom facilities which may be adequate in some situations and inadequate in others. However, it seems obvious that the regular laboratory for teaching family meal preparation and service in the homemaking program is inadequate.

Many have found it difficult to find a child care center or a nursery school in their community meeting desirable standards, with a teacher qualified to supervise trainees. However, if there is a laboratory in connection with the school with desirable standards, then the trainees may have experience in other situations without accepting them as being all that is desired. There is merit in trainees having work experience in different situations.

The laboratory for preparing students for clothing production, management and services requires less stationary equipment than does Food Service training. Therefore, adequate space and adequate lighting and storage, electric outlets and running water are requirements for arranging and using equipment efficiently. Some types of industrial power machines, in addition to the regular electric sewing machines, are needed. The type to install would depend on the types used in situations where trainees will be employed. However, a school may be a step ahead of alteration departments in department stores and interior decorating establishments in using up-to-date equipment.

To my knowledge, there is no set of rules or principles for planning space and equipment for preparation for an occupation that will insure a satisfactory teaching situation. Each situation is individual and there are a few principles to guide the arrangement of facilities for a particular type of training. To illustrate my point, I will quote Mr. William P. Rosselle, Food Service Equipment Consultant. He indicates some principles to consider in locating the different work centers in a food service center. I quote:

> "...Having been planning food services for over 40 years, the one thing that I know is that the perfect kitchen has not yet been designed and never will be designed. Therefore, as far as 'Kitchen Layout' is concerned, I will only say that the main consideration must be 'flow.' Flow of food, flow of personnel, and flow of waste.
>
> Food is received, stored, prepared, cooked and served. It should flow through the kitchen with a minimum of backtracking and interference. Employees enter, dress for work, move about in performing their duties, keep clean, change back to their regular clothing, and check out on completion of each work period.
>
> The convenience with which they perform their duties is the key to efficient and economical kitchen operation. Persons being fed must be served completely or partially and the flow of dinners into, through and out of the dining areas must be given consideration...

> One very important fact is that every food service is different from every other service. The point that I want to make is that there is no easy and quick way to learn how to plan a food service...."

Mr. Rosselle further referred to three developments which indicate the different type of food service centers in which our trainees may be working. I quote his statements:

> "...The three words, or phrases, that we now hear most are 'centralization', 'satellite feeding', and 'convenience foods'.
>
> 'Centralization' or 'Central Service' is generally thought of as main kitchens in hospitals where all food is stored, prepared, cooked, and individual meals are set up in one location and complete meals are transported on trays to separate rooms, wards or buildings and served direct to patients instead of transporting cooked food in bulk to separate diet kitchens and assembling patient trays in diet kitchens near patient rooms.
>
> 'Satellite Feeding' is generally thought of as preparing and cooking food in a 'food service center' and transporting it in bulk to 'satellite' dining rooms. It is used in large universities, in large mental hospitals and in complete city and county public school systems. At Meridian, Mississippi, there is one central kitchen in which food is prepared, cooked and delivered to all public schools in the city. The University of Mississippi has a Food Service Center with large warehouse space for storing both dry, refrigerated and frozen food. It has a large butcher shop that prepares food for the kitchen and cafeterias in the building and package meats to be cooked and served at many other food serving facilities on the campus. It has a large bakery, a space for preparing food to be dispensed from vending machines and facilities for serving parties, banquets, meetings and any other requirement. Raw or cooked food for every sorority house, fraternity house, dormitory, student center, athletic building, stadium and vending machine on the campus, comes from this one food service center.

'Convenience Foods' is a rapidly expanding field. The Food Facilities Engineering Society spent one complete day of their 1966 annual meeting on this one subject. The report is available from the Food Facilities Engineering Society, P.O. Box 1238, Harrisburg, Pa., 17108, at $15 per copy. The society fully covered microwave reconstituting, fast heating of frozen foods in a refrigerator, the actual nutritive food in some standard packages of frozen food on the market. A school in Kentucky uses frozen foods exclusively and all are supplied by Armour and Company. In a school in New York City, hundreds of meals are served every school day without any cooking or any dishwashing. On first thought, you might get the impression that such operations will reduce employment. They do reduce labor cost at the location where the food is served and provide employment for unskilled workers. At the same time, they offer unlimited opportunities for high earnings in supervising, designing, servicing, maintaining, and equipping both central kitchens and satellite food services.

Safety is an important factor in planning all school facilities, and in the selection of equipment. It is impossible here to go into all safety precautions. It might be interesting for you to compile a list of safety precautions for planning space and choosing equipment for such areas as Child Development, Food Service, and Clothing Services.

There are constant improvements in existing materials that are constantly being produced. They must be thoroughly checked before they are used in serving food. Some materials have a toxic effect on foods even in minute amounts. This is particularly true of pigments used in coloring plastics. It is almost impossible to produce some colors without the use of lead. Lead poisoning is not as fast acting as food poisoning, but it is a surer killer. This is one field in which NSF is very cautious. It is almost impossible to secure NSF approval of a device having plastic in the 'food zone'. That is, plastic that comes into contact with food.

In the state of South Carolina, all plastic used in any food service, including dinnerware, that is, cups, saucers, plates, etc., must be certified as containing only materials listed by U.S.D.A., the United States Department of Agriculture. Some inexpensive plastic dinnerware, available in ten cent stores, does not meet this requirement. Stainless steel is still the very best material to use, at least on surfaces of fixtures that come into contact with food.

Another danger feature that should be recognized is floors. Naturally, there is a lot of grease and fat in food. Floors get slick. Spillage should be avoided and be cleaned up immediately to minimize accidents. A well-planned kitchen will have a mop and dustpan hanging convenient to points where spillage is most likely to occur.

In training persons for work in food service operations, safety should be emphasized as much as possible. Many kitchen machines are actually hazardous. There are fast moving blades on some cutters and choppers that will chop up fingers just as efficiently as they will any other meat and bones. There are band saws much like woodworking saws and novices should be warned of dangers involved."

Most of you are familiar with the many safety precautions to be observed in the selection and installation of play equipment for children as well as the necessity for having the outdoor play space fenced.

We must teach safe use of equipment whether it be a power sewing machine, a steam kettle or a slide. For new installations, the firm that supplies the equipment should be required to provide full operating and maintenance instructions before the final payment is made. Quite a few extra copies should be required for laboratory or teaching kitchens and the equipment supplier should be given the reason. Arrangement of equipment according to convenience and safety for use is probably the most important guide for planning facilities. Planning facilities for teaching Home Economics, both useful and gainful employment, is interesting and creative.

FACILITIES FOR GAINFUL EMPLOYMENT CLASSES IN CLOTHING AND TEXTILES

Mrs. Ava A. Gray
July 21, 1967

Late this spring I visited a spanking new vocational-technical school in a neighboring state. Gainful employment using the knowledge and skills in two subject matter areas of home economics was a part of the curriculum. These areas were foods for institutional services and clothing and textiles. The foods service was in charge of the school's cafeteria.

For the clothing and textiles department, there was one large room about the size of a "general" classroom in most home economics departments. In fact, it looked very much like a traditional home economics classroom except there were no kitchen units. A small fitting room and storage closets along one side completed the department. It was all clean and shiny with newness, but there were no pictures, no art objects, no displays of fabrics, fashions or findings, no arrangements coordinating color and design, no exhibits showing trends in household fabrics. There was a large bulletin board but the theme was unclear; there were no catchy phrases, no eye appeal in arrangement or color.

The sewing machines were lined up against one side wall, with the sink and pressing equipment on the opposite wall. Is this sort of arrangement conducive to accepted management practices? I wondered if these students had made time-motion studies of job performance. (I don't mean to sound ugly and too critical, but it seems to me that we should be able to learn from others what not to do as well as what to do.)

There were six sewing machines with all the new gadgets suitable for home sewing, and four heavy-duty machines suitable for factory sewing. After discussing the differences in the operation of a heavy-duty and a "regular" sewing machine, I learned that the quickness in which the heavy-duty machine starts and stops is a little frightening until I came accustomed to using it. But, when I asked if it were necessary to have four machines for this practice, the answer was "Probably not, unless the students are to go immediately into a factory job." However, in that some drapery and slip cover departments are equipped with heavy-duty machines, students need enough practice to get the "feel" of operating them. Another point to consider in selecting sewing machines is whether or not the sewing machine tables are to serve as table-desks. When carefully chosen, the under-the-counter storage accommodates the storage of equipment and counter tops make good work and display surfaces.

In addition to four ordinary classroom tables, there were three cutting tables, drapery width and length and of a comfortable height placed at the back of the room. The dimensions of the cutting tables were: 36 inches high, 60 inches wide, and 108 inches long. (I believe the dimensions of most classroom tables are 30 inches high, 36 inches wide, and 72 inches long.) There was a guage or built-in ruler on the edge of both sides of the top to facilitate accurate measuring. These tables were stationary. Cutting tables might be a wiser choice for the home economics classroom that is serving also for gainful employment classes.

Do we need cutting tables? Recently I was in Little Rock. One of the largest hotels was in the process of remodeling. To provide work space for construction of draperies, long boards had been placed across saw horses. At these improvised tables, women were busy either cutting fabric or hand sewing linings on the draperies. I wonder if wall board might be used over saw horses temporarily if the finances are low. The wall board and saw horses would be easy to store when not in use.

On the other hand, haven't we improvised about enough in our departments? Folding cutting tables could accommodate all classes in clothing construction and home furnishings. Additional tables would cut down the time for cutting and marking and the wider tables would ease the placing of some patterns. Some teachers place tables together for cutting draperies and slip covers. Others place table legs on blocks for a more comfortable height. The choice is up to you in view of other needs in relation to management and to finances.

Did you ever see a multi-grader? This piece of equipment is used to copy a pattern outline into different standard sizes. I have not seen the device in action. The personnel at this one vocational-technical school spoke enthusiastically about its usefulness. Perhaps I am still "pure" home economics oriented for at once I began to see possibilities of using a multi-grader for converting patterns of A-line skirts and sleeveless blouses into a variety of sizes for students in beginning home economics classes. I am not advising you to purchase a multi-grader. However, its usefullness should be thoroughly investigated.

Another piece of equipment that may be of use is a "blind-stitcher" machine. This is the type of machine that is used for putting hems into inexpensive dresses and children's clothes and cuffs on men's work trousers. It is fairly simple to operate. Whether students would need special training in its use and whether the machine would be of use in constructing household furnishings would help to determine decisions in regard to its purchase.

One of the pieces of equipment that seems essential is a steam press like the ones used in laundries and coin-operated dry cleaning shops. There is a certain amount of skill required to use a steam press quickly and efficiently. It is very difficult to give a really "finished" look to curtains, draperies and slip covers with a steam iron. Too, students in home economics classes need to learn to use a steam press if they frequent the help-your-self dry cleaning establishments. Almost all coats and suits usually need some pressing. I might mention that there are other kinds of presses: the hot head is used for cotton, the wool press is specifically used for wool, and the steam press may be used for any fabric that needs steam - wool, heavy cottons, silk, nylon, dacron, others.

A sink placed convenient to the press equipment will eliminate steps. A sink center which can be used for experimental study of textiles is highly desirable. It may also serve for the teaching of grooming. Storage for irons, steam press, press boards, press cloths, cushions and rolls, and pounding blocks in the immediate area, not across the room, will contribute to practices in management.

Pressing equipment requires carefully planned storage for folding press boards and other pressing tools and materials. Unless this storage is included in individual work areas, space should be provided in cabinets on castors which can be distributed near work tables around the room. Compartments for storing irons should be lined with asbestos.

Storage spaces in the clothing and textiles laboratory should be carefully planned for use so that they exemplify principles of management. If so, they become teaching tools in themselves. Hanging space that is sturdy and suitable for hanging draperies, slip covers, bedspreads and other furnishings as well as unfinished garments must be provided. Rods at two or more levels in the same closet may prove effective. Extra wide "squared-corner" hangers may be secured from commercial cleaning shops. The use of this type of hanger will prevent excessive folds and wrinkles in draperies and other home furnishings.

A cabinet unit on wheels or castors may be fitted and equipped to illustrate a home sewing and mending center. This seems particularly important for classes in gainful employment in that they probably need specific guidance in arranging and setting up a center. Plans for such centers have been developed by home economists in state extension services. This sewing center may be used to store demonstration equipment and fabric; special types of equipment; extra sewing supplies; mending and spot removal supplies.

How many of your departments contain a large roll of paper - at least 30 inches wide in a sturdy dispenser with a sharp cutting edge? Almost all college clothing and textiles departments make use of rolls of paper, but the high school departments often do not. I suggest a supply of paper will be useful for many purposes and essential if the multi-grader is purchased.

The department will need to supply the students with small equipment such as sharp shears, electric scissors, metal hem guages, tracing wheels. These students can not be expected to furnish all of their tools. A closet lined with peg boards on which there are names or sillhouettes of each tool helps to develop good habits of orderliness. An adequate supply of small equipment and/or tools will contribute also to the home economics program. How many times have you heard, "I can't sew today. I have lost my bobbin." Or "I forgot to bring my scissors."

Additional tote trays will be needed for students in gainful employment classes. The trays should be large enough to accomodate supplies in neat, orderly arrangement. A demonstration unit is essential. Have you seen the type that employs three base cabinets hinged together with piano-type hinges? When closed it is a compact unit and may be used as a cutting table. When open, sections swing out so that there is work surface in front of the demonstrator with cabinets on either side. The exact dimensions of the unit and the fittings for the interior of the storage cabinets can be determined by the proximity to other storage areas when in use. A series of tray glides for trays which can be assembled with tools and supplies for sequential work may be located in one of the wings or in space directly in front of the demonstrator. The demonstration unit should be on castors. The table top height should be comfortable for work at a sewing machine. The machine should be either built in or portable. Pressing equipment may be used on top of one of the wings. A demonstration mirror also on castors will complete the unit. The mirror with adjustable tilt is excellent for demonstrating construction processes, and may be used in fitting clothing, to show experiments with textiles, and for grooming purposes.

The demonstration mirror is surely an asset in teaching grooming. Demonstrations may be viewed by a large class. Other mirrors and closet doors may be used for individual work. There is a controversy over whether or not there should be a grooming center in the home economics department. I don't know how you feel about this, but I am sure that all of you will agree, grooming center or not, students in gainful employment must be taught the principles of grooming. It seems that a minimum of equipment is necessary. This might be a lavatory with a liquid soap dispenser, a paper towel dispenser, and a waste paper basket located behind a folding screen.

Although fitting garments is a learning activity that needs the teacher's supervision, most people believe that students need privacy for dressing. Either closet space or folding screens should be provided. Triple mirrors on casters or mirrors on doors of storage cabinets help the student to observe the details in fitting.

Laundry equipment may be part of the clothing and textile work areas. Minimum requirements for efficiency and experimentation would include the following: an automatic washer and dryer; a sink for pre-treating, spotting and hand washing; work counter space for sorting and folding; storage space for detergents, bleaches and other supplies. A floor drain with racks above would be desirable for drip drying some things so that comparisons can be made with machine-dried garments. The press equipment in the department could be used in connection with the laundry equipment.

It has been suggested for some time that teaching materials for various units be organized in separate cabinets which are movable so that the materials are readily accessible for use and are easily restored. These cabinets may be a part of a larger instructional materials center in the department. Library facilities may consist of books, pamphlets, periodicals, dictionaries, evaluation devices and process models for student use, film strips, films, slides, tapes, and teaching machine programs. Storage for charts, exhibit materials, bulletin board displays also may be provided in the instructional materials center which may be located in the general classroom or in the clothing and textiles classroom.

Your department may already have an opaque projector, a film strip projector and an overhead projector. Can the room be darkened quickly and easily? These students may be "poor readers." Much of the learning may be done through viewing, listening, experimenting, discussing, and practising. Does your department have a tape recorder? Do you make tapes of reports, group discussions, lectures of resource persons? A tape recorder is an essential tool. Many departments are already using television sets and teaching machines. All indications seem to be that teaching machines are effective for students who are slow to grasp ideas as they are presented. Should they be included in your future plans?

Much experimentation will be necessary for students to learn to coordinate color and design. Do you already have an abundance of fabrics, rug samples, wall paper and the like? There may be a need for movable panels to simulate walls which students can use for experimenting with wall paper and paint. Storage of movable panels and screens as well as illustrative materials should be provided nearby. A panel, a portion of the wall or the actual windows should be arranged for experimenting with curtains and draperies to develop judgments in relation to proportions, color harmonies, choice of fabric, type of window treatment and choice of hardware. Experimentation needs to be used in the study of floor coverings not only for coordinating purposes but also for decisions in regard to care and durability. The samples of carpeting should be large enough to make intelligent observations--at least 2 feet by 4 feet. Students will also need to become better acquainted with many decorative accessories and to be given opportunities to experiment with their use. A peg board panel with movable hooks may be used to hang pictures in different groupings without damaging walls. The use of many native materials and plastic flowers will contribute to developing skill in arranging this type of accessory. A variety of flower containers is essential. Storage for accessories on cabinet shelves or in drawers must be provided.

Dr. Johnie Christian in addressing a group of home economists at a regional meeting suggested that the keys to functional facilities are flexibility, movability, accessibility and multi-purpose. Dr. Christian has also pointed out interesting and vital suggestions for space and equipment for gainful employment classes. Do you see now the concern that I felt when I visited the vocational-technical school which I described to you?

You might ask yourself the following questions as to the new facilities that will be needed:

Will you need folding tables and cutting boards or folding, cutting tables? Or neither? Do you have an adequate number of sewing machines? What decision will you make in regard to the multi-grader, blind stitcher and steam press? Do you have adequate storage space for these pieces of equipment? Will you need additional tote trays? What about storage for unfinished and finished household furnishings as well as cleaning? Do you have a sink center that can be used for testing fabrics, in grooming and in care of clothing? Do you have adequate pressing and ironing equipment and adequate storage for the equipment? Would it be advisable to convert the storage cabinets to movable units? Do you have a home sewing and mending center? Could a portion of cabinets now in existence be remodeled with movable shelves and castors to serve as a home sewing unit?

Do you have a paper dispenser for large rolls of paper? A demonstration mirror that is movable? Do you have small equipment for these students to use? Are you interested in a demonstration unit? Perhaps, this will be considered an essential new facility. Do you have triple mirrors for fitting? What about folding screens? They are multi-purpose in use. They may serve to partition off parts of the room for students to do individual study, for experimentation in home furnishings, for a place to go to gain one's composure--we all need a place to hide sometimes!

Do you now have suitable laundry equipment? Is it accessible for teaching washing, drying and care of clothing and household textiles? Can the demonstrations be viewed by all the students?

Does your department have enough cabinets for storage of teaching material? Perhaps additional storage cabinets are needed. Is the clothing and textile room large enough to accommodate a row of cabinets that may be moved about as needed?

Will you need additional books, periodicals, pamphlets, film strips, films, slides, tapes? Do you have several dictionaries or just one worn copy of Webster's? What about teaching machines and television sets? Do you need an overhead projector?

Do you think movable panels would contribute to teaching color harmonies in paints and wall paper, proportion and design in window treatments, effective grouping of pictures? Is there a variety of flower containers and other materials for experimenting with accessories? Does the department have convenient storage for accessories and other illustrative materials for use in teaching home furnishings?

The additional facilities that may be provided for classes in gainful employment will not only accommodate the home economics department but will enhance it. All the equipment may be used equally as well by classes in home economics. The new books, remodeled or new storage cabinets, the home sewing center, the demonstration center, panel walls, illustrative materials will contribute to more effective teaching in home economics as well as in classes for gainful employment!

A word of caution about making decisions in regard to remodeling and buying new equipment. It is always our policy to consult experts before making major decisions. Your state supervisor is an expert. She can help you to evaluate your present equipment in the light of future needs and plans for effective improvements. She has visited in many departments and has opportunities to examine equipment in use. Too, this may help you to be bold, to think big. Also, your superintendent will respect the opinions of two authorities better than one!

MAINTAINING INTEREST OF STUDENTS

Mrs. Margaret B. Long
July 25, 1967

The most important single factor - the teacher.

We send a message

The way we look - our appearance from top to toe
The clothes we wear
Our facial expressions
Our gestures
What we say and how we say it
Our enthusiasm for the job we are doing

Our students get the message

What they see
What they hear
What they can touch
What they can taste

Who is a good teacher?

A thousand (1000 or more studies have been made but there is still a lack of agreement on intelligence and scholarship. Certification and capability to teach has little connection. Even the NTE is not designed for teacher effectiveness. Perhaps the foundation for placing a teacher is selecting the most competent one.

Who is a good student?

What they bring to class with them is more important than what they find there--the attitude of the student toward himself. What are his goals?

We cannot always choose our students. Try to understand him and do not waste time trying to make him over.

Accepting and adjusting to the situation

Life is full of compromises.
Teacher sets the climate - one's surroundings
Vocabulary is important - what you say and how you say it
Be shock proof and open minded

A thorough knowledge of the job or jobs to be done, a willingness to work, and the ability to get along with people will be needed.

We have goals - some are easy to do and we need no help; others are hard to do and we need help!

- Admit you are not an expert, especially on personal problems
- Learn to laugh at yourself - a sense of humor
- Keep calm in the midst of confusion

Maintain interest by

- The cooperative approach to planning
- Working together as a team
- Making decisions and accepting the consequences
- What do you like to do?
- What are things you do not like to do?
- Review past experiences
- Anticipate new experiences
- Explore resources using a time schedule

Varying techniques

- A brilliant presentation to a large group
- Keep your eyes open for progress and congratulate them
- Develop student independence and improving self-image
- Encourage self-evaluation of their progress
- Create a desire for "do it yourself projects" where their knowledge and resources may be used
- Maintain a balance of human relations - getting along with others is within yourself
- Good intentions must be followed by good actions
- Be prepared for what you have not yet seen

ACCREDITATION

William E. George
July 27, 1967

I was advised prior to the time I prepared my material that the great majority of you are secondary home economics teachers, engaged in teaching Home Economics for gainful employment to senior high students. On the basis of this information, it would appear that you would be primarily interested in: (1) general information concerning accreditation and, (2) the procedures used in evaluating and accrediting the public schools of Florida, grades K-12. I shall, therefore, direct my comments to these topics.

There are two accrediting agencies in the State of Florida, concerned with accreditation in the public schools. These agencies are: (1) the State Department of Education and, (2) the Southern Association of Colleges and Schools. The State Department of Education is concerned with all public schools, approximately 1825, and the Southern Association is concerned only with the schools that voluntarily seek membership. The Southern Association is one of six regional accrediting agencies which encompasses all fifty states. Schools and institutions from eleven southern states hold membership in the Southern Association. Southern Association accreditation is administered in the K-12 public schools of Florida by two commissions, the Elementary Commission and the Secondary Commission. State Department of Education accreditation is, of course, administered by the State Department of Education. The State Superintendent, assisted by his staff, recommends accreditation standards to the State Board of Education and they, in turn, adopt them as State Board of Education regulations. State Board of Education regulations have, for all practical purposes, the effect of law. Since I am a Consultant in School Accreditation for the State Department of Education, I shall restrict my remarks to the State Department of Education accreditation standards and procedures, however, I will answer questions about the Southern Association later, if you wish.

With the use of some slides, I will attempt to give you some information concerning accreditation and the accreditation procedure used by the State Department of Education.

Since accreditation deals with evaluation, I think it would help us to achieve the proper mood if we would evaluate ourselves. To accomplish this, a short test has been prepared for you which may be called a "number maze". You will be expected to mentally draw a line between the arabic numbers in their numeric sequence from the number one to the highest possible number within the time limit. When the next picture flashes on the screen, please start in the upper left hand corner with number one and mentally draw a line to number two, and each consecutive number thereafter. Please remember the highest number you have reached when the picture is removed from the screen.

TEST TIME

Now I would like to provide you with a system, method, or plan of attacking this test. Please note that this picture indicates that the odd numbers are on the left and the even numbers are on the right of the numeric maze. The first series of six numbers (1-6) is on the top half of the picture, the second series of six numbers (7-12) is on the bottom half of the picture, - the third series of six numbers is on the top, - the fourth series of six numbers is on the bottom, and so forth through the sixty numbers. Now, will you re-take the test, remembering the highest number you reach before the picture is removed? When the next picture is flashed on the screen, please proceed with the test.

TEST TIME

If previous experience is any indication of your performance, I think we can assume that each of you reached a higher number on the second test than you did on the first. The reason for this increase is probably due to the fact that you had a method, plan, or instrument to help you attack the situation. This is very similar to accreditation, as accreditation is nothing more than a method and instrument whereby people may evaluate a school for the purposes of (1) improvement, (2) assurance of compliance with a set of minimum criteria, and (3) to gather information for administrative and leadership decisions. Accreditation is not new to the Florida State Department of Education, as it originated in 1909. There are no available samples of the standards used during this period but here are copies of the standards used in the 20s. The standards of the 20s contain items on administration personnel, and facilities.

These standards you will recognize as the ones which we are currently using, and have used since 1963 for elementary and secondary schools, with special provisions for vocational-technical and exceptional child schools. These standards are divided into four divisions: over-all, elementary, junior high school, and senior high school. Every school must comply with the over-all standards, and each of the other applicable division(s), according to their grade organization. Each of the four divisions is sub-divided into five sections: administration; personnel; instructional program; services, materials and equipment; and facilities. Let me emphasize, however, that administration, personnel, services, materials, equipment, and facilities are only important when they relate to program effectiveness and to the achievement of individual students such as these.

The accreditation classifications of Accredited, Accredited With Limited Deficiencies, Accredited Warned, and Non-Accredited are assigned schools annually on the basis of compliance with the standards in the appropriate divisions. The required percentages of compliance for any school to receive the Accredited classification are at least 99% of level 1 standards, 85% of level 2 standards, and 50% of level 3 standards. The Accredited With Limited Deficiencies classification is reached by meeting the minimum percentages of 96% of level 1 standards, 70% of level 2 standards, and 30% of level 3 standards. The Accredited Warned classification is based on the Accredited With Limited Deficiencies percentages, with allowance for a 5% deficiency by level, or combination of levels. A school may only stay in the Accredited Warned classification one year. Non-Accredited is the classification given to a school when it does not achieve the percentages required for Accredited Warned, or remains in the Accredited Warned classification for more than one year. The three levels of standards are a system for weighing the standards by the following definitions: level 1 - bare essentials, level 2 - desirable, level 3 - the best we can describe and measure. I have taken the quantative item - library books - and illustrated the standard by three levels. As you can see, level 1 requires 5 books per child, level 2 requires 7 books per child, and level 3 requires 10 books per child. There are, of course, other quantative and qualitative standards in the library area but this is a good illustration of the level concept in a quantative fashion.

To give you some idea of how accreditation relates to school improvement, the following picture will show you a comparison of percentages of K-12 schools in the various accreditation classifications for 1964-65 and 1966-67. As you will note, the percentages for Accredited Warned and Non-Accredited have gone down considerably and the Accredited classification percentage has been raised. The "approved" category is one that is assigned to vocational-technical schools and exceptional child schools, because of the inappropriateness of many standards - inappropriate because they were not designed specifically for this type of school. Standards are, however, presently being designed for vocational-technical schools which should better measure the educational program of those centers.

There are four accreditation reports sent to the school which are extremely beneficial for school improvement and in gathering information for administrative and leadership decisions: Report Number One (Acc #A) - Reflects the self-evaluation and Report Number Two (Acc #B) reflects the conflicts between the self-evaluation and the statistical information provided by the school; Report Number Three (Acc #B1) shows statistical information on selected items report, determined through computer analysis, of the Acc 1, 2, and 3; and Report Number Four (Acc #B2) shows staff assignment deficiencies, such as teachers teaching "out of field" and teachers with less than a Bachelors Degree. The counties receive copies of these four reports.

Two reports are sent only to the county office. County Report Number One shows classes by courses or grades, according to membership and number, taught by teachers not properly certified or "out of field" in their assignment. This information is used in research reports that provide a way for counties to see progress made within a given period of time, or to see how they compare with other counties in the state. Here are two sample pages taken from two research reports - the first shows the percent of pupils and classes taught in grades 7 - 12 by teachers who were "in field" during 1958-59 and 1965-66 school years, and reflects the negative or positive change that took place within that seven-year period. The area of secondary mathematics is particularly interesting since the percent of classes taught by teachers "in field" improved approximately 22%. The other sample chart indicates the number of classes by subjects in grades 7 - 12, the percent of those classes taught by teachers "in field", and where the county ranks within the state regarding the percent of of classes taught in that subject by "in field" teachers. Not only does this provide the county information about the percent of teachers "in field" by subject, but it also enables them to see how they compare with other counties. If, for example, your school or county has 10% more science or elementary teachers "out of field" this year than last year, you will be able to determine if this situation is typical of the state or if it is true only in your local situation.

County Report Number Two shows an analysis of compliance with each standard by percent of schools in the county, according to grade organization. For example, the county could determine from this report, by the grade organizational division, the percent of schools within the county that do not meet specific standards, such as teacher-pupil ratio, or guidance counselor-pupil ratio. Or they can determine the number of level 1, 2, and 3 standards not met by the county schools. This information can also be very valuable for use in constructing budgets. Needless to say, the value of these reports to the county are great, when they are understood and wisely used. Even though some of you may be opposed to data processing, you must admit that this information and these research reports would be impossible without it. The major fault with data processing is that it can only give back the information fed into it.

We moved from the horseless carriage period of accreditation into the jet age with the adoption of the 1963 standards and their adaptation to data processing. However, if we are to keep abreast of the times, and meet present day needs, we must prepare for the rocket age. In an effort to meet this challenge, two tasks are underway: (1) the development of standards designed specifically for vocational-technical and adult high schools, (we have just completed pilot studies in six schools, using the suggested standards. The recommendations and findings of these studies will be incorporated in a revised draft, which is to be done during the summer), and (2) the revision of the 1963 accreditation standards for schools with grades K-12. Since your interest is in the K-12 standards, I will emphasize today the procedure to be used in this revision. Among your first questions, I am sure are: (1) when will it be done?, (2) who will do it?, and (3) how will it be done?

First, let us take up the question of when. The task is already underway but the finished document will not be completed for use and adopted by the State Board of Education until 1969.

Next, who will do it and how will it be done? Area Apecialists, approximately 35, have been appointed to assume the leadership in revising the standards pertaining to their assignment. They will not do this alone but will involve a committee of many people, representing all phases of education, principals, teachers, county personnel, university personnel, special consultants, and, in some cases, lay citizens and students. It is important that the committees use generalists, as well as specialists, and administrators as well as teachers and supervisors, if we are to have a sound set of standards.

Recommendations from people in the field indicate that we should consider a fifth division in the accreditation standards, a County Report, which would encompass the services of the county offices as they pertain to the individual school. Such services as transportation, material centers, supervision, etc. could possibly be included in this report. Consideration is also being given as to whether the junior high school will become a middle school division in the standards. The facilities presently being used, such as mobile units, air conditioned buildings, various types of laboratories, etc. are constantly being improved and need to be adequately evaluated.

The primary emphasis in accreditation must be on the improvement of schools. For this reason we are trying to place emphasis on the instructional process as this is the vital catalyst in the total educational program, but as usual, when you combine ideas, facilities, and humans, you may have a reaction which is nebulous and hard to measure. It is therefore, extremely important that we all join forces in the development, as well as the utilization of the accreditation procedure, since the instrument is only as strong as its design and the people who use it.

COVER SHEET - PRETEST

SEMINAR ON GAINFUL EMPLOYMENT
July 10 - 28, 1967

PLEASE GIVE US SOME INFORMATION ABOUT YOURSELF:

1. POSITION: I am a
    1. Junior high teacher
    2. Senior high teacher
    3. County supervisor
    4. Member of state staff
    5. Other

2. EDUCATION: My highest degree is
    1. Bachelor's
    2. Master's
    3. Doctorate

3. LENGTH OF SERVICE: I have been in home economics
    1. One to 2 years
    2. Three to 5 years
    3. Six to 9 years
    4. Ten to 15 years
    5. Over 15 years

4. AREA: I live in a predominately
    1. Farming and/or citrus area
    2. Industrial area
    3. Tourist area
    4. Other type of area

5. SIZE: The school population is drawn from an area which has
    1. 5,000 or less
    2. 5001 to 9,999
    3. 10,000 to 25,000
    4. 25,001 to 50,000
    5. Over 50,000

6. PURPOSE: I am attending this semester
    1. To upgrade my professional knowledge
    2. For preparation to teach gainful employment classes
    3. To initiate and supervise gainful employment classes
    4. As a program participant
    5. For purposes other than stated above

7. SUBJECT AREA: The area of gainful employment primarily interest me
   1. Because of the need of the students
   2. Because I will be teaching classes
   3. To upgrade my competency in this area
   4. Only because it is being required by law
   5. Not at all

8. EXPERIENCE: I have had experience in gainful employment (other than home economics teacher)
   1. Under 1 year part time
   2. Under 1 year full time
   3. Under 5 years part time
   4. Under 5 years full time
   5. Over 5 years part or full time

9. AREA: This work experience (other than home economics teacher) has been primarily in the area of
   1. Child care, (nurseries, homes, hospitals, day care centers, etc.)
   2. Housing, (furniture stores, decorating, sewing service, etc.)
   3. Clothing (clerking in stores, alterations, laundry, etc.)
   4. Food, (waitress, kitchens, buying, preserving, etc.)
   5. Other

10. USE: I intend to use the knowledge gained from this seminar
    1. To increase my professional knowledge
    2. To initiate and instruct classes
    3. To direct others to teach classes
    4. To use at a later date
    5. Very little or not at all

PREPOST - TEST

DIRECTIONS: The following statements are related to gainful employment and its introduction into the secondary high school program. Please read each statement carefully. There is no correct answer. This information will be used only for evaluation of the effectiveness of the seminar.

Identity will be unknown, but your selected number must be used as a basis for comparison of specific learnings. Please respond to the statements as indicated below:

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

I. ATTITUDES, OBJECTIVES, AND PURPOSES:

11. Home and family living has received the primary emphasis in home economics education and these purposes have been much more closely allied with those of general education than with those of vocational education.

12. Education for homemaking and education for employment do not have the same purposes and objectives.

13. Employment classes will help prepare the girls to be better homemakers since they will probably fulfill a dual role.

14. Employment education in home economics would increase the tendency to drop out and accept a job.

15. Employment classes would encourage early marriage by providing the girl with skills for financial security.

16. Employment education in secondary home economics might encourage young men to enter areas formerly filled only by women.

17. Employment education might discourage the college bound student.

18. Employment courses in home economics would reduce unemployment in service worker areas.

19. Employment classes will promote development of skills to make the girl more employable.

20. Employment classes will encourage more critical thinking by the student.

21. Employment classes will reinforce homemaking education by providing a more realistic approach to daily living.

22. Employment classes in secondary home economics will encourage students to get a higher education.

23. Employment classes and homemaking classes will divide and weaken the secondary home economics curriculum.

24. Employment classes in secondary home economics will reduce the number of unskilled laborers.

25. Employment classes will encourage the slow learner to stay in school.

26. Employment classes in home economics will diminish job opportunities for men.

27. All students should have the opportunity to select gainful employment classes.

28. All students should be required to have some work experience at the secondary level of education.

29. Gainful employment classes should begin at the junior high school level.

30. Gainful employment classes should be conducted in an area vocational school rather than in the general high school.

31. Gainful employment classes in home economics will compete with other vocational programs in the high school.

II. IMPLICATIONS OF THE VOCATIONAL ACT OF 1963

32. Wage-earning classes need to be initiated because some 26 million young people will enter the labor force between 1960 and 1970.

33. Wage-earning classes in home economics could provide vocational guidance.

34. Increasing population in urban areas has created a special need for preparation for employment.

35. Potential drop-outs usually will stay in school if offered a program preparing them for wage-earning.

36. Home economics training can provide skills for employment at both the high school and adult level.

37. Vocational programs are not preparing people for a sufficient variety of jobs.

38. Vocational and technical education are sound investments in people.

39. This law provides for a work-study program directed at youths and home economics should participate.

40. Wage-earning classes need to be introduced in home economics because 84% of the women and girls receiving federally aided vocational training in 1960-61 were enrolled in home economics classes.

41. The Vocational Act is designed primarily for the under privileged youth.

42. Gainful employment programs have not been stressed in Florida.

43. All states are participating in wage-earning classes in order to retain federal funds.

III. CHARACTERISTICS OF STUDENTS AND CONDITIONS

44. In the most affluent of the highly developed nations of the world, squalor, poverty, and cultural deprivation remain the lot of millions of people who neither contribute to that affluence nor share in it in a manner which enhances the dignity of man.

45. Wage-earning courses must include human relations and grooming as well as skills.

46. Individual motivation is required for students in wage-earning classes.

47. The cost of juvenile delinquency is increasing in the social and economic areas and could be reduced by wage-earning classes in home economics.

48. Critical shortage of skilled workers qualified to work for the kinds of jobs available could be alleviated by wage-earning classes in home economics.

49. In order to make the jobs acceptable to the home economics students job titles will have to be dignified and carry status.

50. Uniforms would add status to a particular job.

51. College orientated students should not participate in wage-earning classes.

52. Social class division would be further emphasized by attendance in an area vocational school.

53. Wage-earning classes should be conducted only to fulfill local community job opportunities.

54. Mobility of population is a factor to be considered in training of students.

IV. COMPETENCIES AND WEAKNESS OF TEACHER

55. One of the problems of vocational education is the lack of recruitment and preparation of the greatly increased numbers of teachers.

56. Certification requirements of the gainful employment teachers will weaken the status of the professional home economist.

57. Wage-earning teachers do not have to meet certification requirements for teaching.

58. Practical work experience is more important than teacher education in the area for gainful employment classes.

59. A person qualified in work experience, although not having a college degree should receive a higher salary than the academic teacher so as to compete with industrial wages.

60. A home economics teacher has professional responsibilities to prepare for gainful employment classes as well as homemaking classes.

61. Work experience should be introduced at the college level for teacher preparation.

V. TECHNIQUES, DEVICES, FACILITIES, RESOURCES

62. There are many technical jobs which require a high degree of ability and skill in the psychomotor as well as the cognitive and affective domains.

63. Space and equipment can be interchanged between homemaking classes and gainful employment classes.

64. Area vocational schools could more economically utilize recent industrial equipment than individual schools.

65. People experienced in the vocation should be used as resource people.

66. Commercial sources are often more reliable and up-to-date than textbooks.

67. Resource people should be used for one lesson at a time.

68. Experienced resource people should be utilized for the complete unit of gainful employment instruction.

69. Field trips which incorporate experiences needed in the occupation are valuable.

VI. EVALUATION PRACTICES

70. Evaluation is necessary to select persons who need to work and who expect to accept employment when the training is finished.

71. Occupations differ in the personal qualities that workers must possess.

72. The employment service gives batteries of tests that show general indications in attitudes, interests, and manual dexterity.

73. Additional evaluation in gainful employment courses would be the extent to which trainees are able to secure and hold a job.

74. All vocational school students should be counseled by a qualified guidance personnel.

75. Written tests should constitute a major part of evaluation.

76. The teacher has a responsibility to do a follow-up evaluation of student's performance on the job.

VII. TERMS

The following terms are related to gainful employment classes. Please analyze the term and mark in the appropriate number that best expressed your knowledge.

1. Definitely could identify
2. Partially, but not confident
3. An educated guess
4. Don't know

77. job
78. job title
79. job analysis
80. job definition
81. job description
82. job specification
83. vocational education
84. gainful employment
85. level of employment
86. unskilled workers
87. semi-skilled workers
88. skilled workers
89. service workers
90. home service workers
91. sales workers
92. clerical worker
93. managerial worker
94. technical worker
95. professional worker
96. work permit
97. wage-earning classes
98. culturally deprived
99. job qualification
100. job requirement

DAILY OPEN-END TYPE

THE FLORIDA STATE UNIVERSITY
SCHOOL OF HOME ECONOMICS
DEPARTMENT OF HOME ECONOMICS EDUCATION

JULY ______ $\frac{\text{AM}}{\text{PM}}$ DAILY EVALUATION EVAL: NO. ______

I. In your opinion, list very briefly, at least three major points of emphasis in order of their importance that were stressed during this session.

II. Very briefly - how could this information be applied in a class in gainful employment?

III. In what way or ways could any part of the entire session have been improved?

DAILY EVALUATION

(IBM)

THE FLORIDA STATE UNIVERSITY
SCHOOL OF HOME ECONOMICS
DEPARTMENT OF HOME ECONOMICS EDUCATION

WEEK'S DAILY EVALUATION

DIRECTIONS: Each session, morning and afternoon, is to be evaluated by the same seven questions. Please mark the appropriate number on the answer sheet that expresses your opinion of each session. It will be to your advantage to evaluate each session as soon as possible after the completion of the session. Be sure that the numbers per day correspond to the correct number on the answer sheet. This information will be collected at the end of the Friday afternoon session.

MONDAY MORNING SESSION:

1. SUBJECT MATTER: The speaker(s) seemed to demonstrate in the handling of this topic
    1. thorough and profound scholarship
    2. broad and accurate knowledge
    3. adequate knowledge
    4. inadequate knowledge
    5. seriously inadequate knowledge

2. INTEREST: My interest in this topic was
    1. extremely high
    2. very high
    3. average
    4. somewhat
    5. not at all

3. THOUGHT STIMULATION: The presentation of this topic challenged me
    1. to extra thought and effort
    2. to exert average effort
    3. not at all

4. HELPFULNESS: In establishing and for developing a sound program, I feel that the information presented under this topic will be

1. very helpful
2. somewhat helpful
3. not at all helpful

5. TEACHING LEVEL: Which term below do you feel best describes the teaching level of this topic?
    1. too easy
    2. easy
    3. suitable
    4. difficult
    5. too difficult

6. EFFECTIVENESS: In comparison with other presentations to which you have been exposed in all of your experiences this was
    1. one of the most effectively handled
    2. better than most
    3. about average
    4. not as good as most
    5. one of the poorest

7. SPEAKER(S): The person(s) in charge of the presentation(s) could have improved by
    1. presenting material more rapidly or slowly
    2. using more or less supplemental resources and visual aids
    3. presenting the material more in terms of student experiences and problems
    4. making the nature and purposes more definite
    5. making no changes, the presentation(s) was effective

NOTE: These same seven questions were repeated for each session and numbered consecutively for one week

WEEKLY SUMMARY

(This section was attached to end of packet of daily evaluations)

GENERAL SUMMARY OF THE WEEK'S PROGRAM:

1. OBJECTIVES: The objectives of the seminar this week have been
    1. clearly identified and explained
    2. became clear as the week progressed
    3. were rather vague at times
    4. were referred to only indirectly

2. ORGANIZATION: The schedule this week was
    1. too strenuous
    2. contained too much factual material
    3. too rigid
    4. too flexible
    5. too much free time

3. FACILITIES: The physical arrangements for comfort and convenience were
    1. excellent
    2. good
    3. average
    4. below average
    5. poor

4. PRESENTATIONS: The methods and techniques were
    1. used effectively for full advantage
    2. generally effective
    3. average
    4. poorly utilized
    5. confusing and disorganized

5. RESOURCE MATERIALS: The supplemental material for this week's seminar information was
    1. conveniently displayed, usable and relevant
    2. good, but not enough time allowed for use
    3. average, with some irrelevance to topics
    4. too much and too crowded for proper use
    5. unimportant

6. SUITABILITY: In general, how would you rate the information presented during this week's program?
    1. excellent
    2. good
    3. fair
    4. poor
    5. completely unusable

7. ACHIEVEMENT: How has the information presented this week helped you in terms of acquiring new knowledge, skills or abilities? I feel that my progress based on my prior knowledge has been
    1. excellent
    2. very good
    3. moderate

4. not very good
5. negligible

8. IMPORTANCE: This week's information has added to my understanding in the gainful employment area
    1. to a very high degree
    2. to a substantial degree
    3. to a moderate degree
    4. somewhat
    5. negligible

9. COMMUNICATION: The level which best describes my participation for this week is
    1. Simple contact from communicator to communicatee, e.g., telephone, written or verbal contact.
    2. Simple contact back from communicatee to communicator.
    3. Simple participating action between communicator and communicatee, e.g. discussion.
    4. Increased communication activity with initiative mutually shared by communicator and communicatee, e.g. group leader, recorders, evaluators, panel members, sub-chairman.
    5. Major communication activity mutually shared by the communicator and communicatee, e.g. major speaker, moderator, co-chairman, co-sponsor.

10. EFFECTIVENESS: This week's seminar information presentations have been
    1. effectively handled and stimulating
    2. effectively handled, but not challenging
    3. average
    4. poorly handled, but still thought stimulating
    5. poorly handled and not thought stimulating

COVER SHEET - POSTTEST

PLEASE TELL US WHAT YOU THINK:

1. ENJOYMENT: I feel that this experience has been
    1. very enjoyable and worthwhile
    2. of average enjoyment
    3. of little enjoyment

2. COGNITIVE: The factual knowledge I have gained was of
    1. substantial quantity and quality
    2. average quantity and quality
    3. low quantity and quality

3. AFFECTIVE: The attitudes and understandings I gained were of
    1. substantial quality and quantity
    2. average quality and quantity
    3. low quality and quantity

4. PSYCHOMOTOR: The skills I developed were of
    1. substantial quality and quantity
    2. average quality and quantity
    3. low quality and quantity

5. ORIENTATION: The pre-seminar information mailed to me was
    1. adequate; most helpful
    2. adequate; but not too helpful
    3. incomplete; only partially helpful
    4. incomplete; of no help

6. PLANNING: The total three-week seminar was
    1. extremely well planned
    2. very well planned
    3. fairly well planned
    4. poorly planned

7. INVOLVEMENT: The seminar participants were generally involved
    1. to a maximum degree
    2. to a moderate degree
    3. to a minimum degree
    4. not at all

8. EVALUATION: All of these questionnaires were designed to test the effectiveness of the seminar. How would you rate them in accomplishing this purpose?
    1. excellent
    2. very good
    3. average
    4. less than adequate
    5. very poor

9. PERSONAL REACTION: What is your reaction to filling out these questionnaires?
    1. I appreciate the opportunity very much
    2. I think it is worthwhile
    3. I feel all right about it.

4. I feel somewhat resentful about it
5. I think it is a waste of time

10. RECOMMENDATION: Would you recommend a similar in-service training program for other home economics teachers?
    1. definitely - for all vocational home economics teachers
    2. definitely - but only for those employed in gainful employment classes
    3. possibly - it would be of average value
    4. possibly - it would be of questionnable value
    5. I would not recommend it

FINAL EVALUATION

(Adopted from the Office Of Education Questionnaire)

DIRECTIONS: In your opinion, how effective was this seminar in gainful employment? To signify the degree of effectiveness in each specific area, please fill in the blank of every question using the following criteria:

1. Outstanding
2. Good
3. Fair
4. Marginal
5. Poor

I. KNOWLEDGE AND SKILLS IMPARTED:

101. Success in increasing knowledge and skill in subject area.

102. Success in identification of content material essential to effective instruction.

103. Success in increasing knowledge and skill in improved instructional methodology.

104. Success in increasing knowledge and skill in curriculum improved instructional media.

105. Success in increasing knowledge and skill in curriculum improvement and/or innovations.

II. PRESENTATIONS:

106. By seminar faculty.

107. By guest speakers.

108. Conduct of large groups, small groups, laboratories.

109. Choice of field trips.

110. Conduct of field trips.

III. FACILITIES:

111. Library.

112. Laboratories, classrooms.

113. Instructional equipment.

114. Independent study.

115. Living accomodations.

116. Group study.

117. Recreation.

IV. EFFECTIVENESS OF THE TOTAL SEMINAR:

118. Based on your experience throughout the program, rate the effectiveness of this seminar in helping you to improve your competencies as a teacher.

DIRECTIONS: In your opinion how well was the relative amount of time apportioned to the following areas? Use this criteria:

1. Not enough
2. About right
3. Too much

V. INSTRUCTIONAL METHODS:

119. Lectures

120. Audio-visual presentations

121. Participation learning (discussions, seminars)

122. Field trips

123. Individual study periods

124. Free time

VI. INSTRUCTIONAL PROPORTIONS:

125. Devoted to subject area

126. Devoted to instructional methodology

CHECKLIST FOR PLANNING AND OPERATING PROCEDURES

(This guide is designed to list items and functions which need to be planned for in group meetings. Not all functions are necessary in every meeting.)

	Needs to be Considered	Check When Completed
I. GENERAL DECISIONS (about one year in advance):		
1. Advisory or planning committee.	_____	_____
2. Coordinator and/or director . .	_____	_____
3. Goals; objectives	_____	_____
4. Evaluation.	_____	_____
5. Type of meeting; purpose . . .	_____	_____
6. Tentative budget.	_____	_____
7. Physical location and arrangements		
a. Meeting space	_____	_____
b. Housing space	_____	_____
c. Availability of desirable dates	_____	_____
d. Confirmation of dates and places.	_____	_____
8. Promotion and publicity; pictures, news articles.	_____	_____
9. Exhibits.	_____	_____
10. Key resource people	_____	_____
11. Participants; whom, approximate number.	_____	_____
12. Familiarity with rules and regulations; campus activities, hotel, convention hall.	_____	_____
13. Designs of specific sessions. . . . . (see following)	_____	_____

II. COMMITTEES AND THEIR RELATED FUNCTIONS (six months to meeting date):

	Needs to be Considered	Check When Completed
1. Administrative services committee:		
a. Set up business office. . .	_____	_____
b. Organize secretarial help .	_____	_____
c. Arrange for duplicating materials	_____	_____
d. Supervise custodial service	_____	_____
e. Arrange audio-visual equipment	_____	_____
f. Provide technical help when necessary.	_____	_____
2. Public relations committee:		
a. Maintain press room	_____	_____
b. Arrange news conferences. .	_____	_____
c. Prepare news releases, feature articles.	_____	_____
d. Provide pictorial coverage.	_____	_____
e. Entertain special guests. .	_____	_____
3. Local arrangements committee:		
a. Hospitality:		
(1) Arrange housing space (Confirm)	_____	_____
(2) Arrange meeting space (Confirm)	_____	_____
(3) Arrange social activities.	_____	_____
(4) Arrange for reception of delegates.	_____	_____
b. Services:		
(1) Administer registration.	_____	_____
(2) Set up information bureau	_____	_____
(3) Set up travel and transportation service.	_____	_____
(4) Provide guides, ushers, hostesses, pages. . . .	_____	_____
(5) Set up bulletin boards.	_____	_____

	Needs to be Considered	Check When Completed
(6) Set up services, lost and found, conducted tours, etc. . .	_____	_____
Program committee:		
4. a. Arrange program sessions (general, small work groups)	_____	_____
b. Select and brief speakers, leaders, recorders, etc. .	_____	_____
c. Rehearse general sessions (timing, staging)	_____	_____
d. Plan pre-orientation materials	_____	_____
5. Exhibits committee:		
a. Plan and administer exhibits.	_____	_____
b. Assign space	_____	_____
c. Arrange liaison with outside exhibitors	_____	_____
d. Maintain internal exhibits.	_____	_____
e. Arrange display and library booths.	_____	_____
6. Communications committee:		
a. Report findings during and following meeting . . .	_____	_____
b. Collect materials for reports needed by speakers, panels, other committees. .	_____	_____
c. Report for newsletter . . .	_____	_____
d. Prepare take-home materials.	_____	_____
7. Evaluation committee:		
a. Design evaluative devices .	_____	_____
b. Tabulate, interpret data .	_____	_____
c. Train recorders, evaluators, interviewers.	_____	_____
d. Compile recommendations . .	_____	_____
e. Suggest improvements . . .	_____	_____

III. DETAILED DECISIONS (three to six months in advance):	Needs to be Considered	Check When Completed
1. Coordinator, director and/or co-director:		
a. Availability, plus prepost consultation.	_____	_____
b. Travel arrangements	_____	_____
c. Housing arrangements	_____	_____
d. Salary.	_____	_____
e. Duties	_____	_____
2. Participants:		
a. Criteria for selection. . . .	_____	_____
b. Selection committee	_____	_____
c. Invitation method	_____	_____
d. Acceptance letter	_____	_____
e. Stipend, how much, when, how paid.	_____	_____
f. Pre-orientation letter. . . .	_____	_____
3. Resource speakers and/or consultants:		
a. Invitation, assign topic, allotted program time and date.	_____	_____
b. Inform position relating to total program content (send tentative program). . .	_____	_____
c. Request advance copy of presentation.	_____	_____
d. Check equipment needed for presentation	_____	_____
e. Inform the educational level of audience	_____	_____
f. Travel arrangements and time of arrival	_____	_____
g. Request personal data sheet	_____	_____

IV. DETAILED DECISIONS (one week to 3 months in advance):	Needs to be Considered	Check When Completed
1. Budget:		
a. Cost-rental of facilities	_____	_____
b. Overhead (percentage)	_____	_____
c. Speakers, consultants, resource people, fees plus travel	_____	_____
d. Postage	_____	_____
e. Typist, secretary and supplies	_____	_____
f. Printing of programs	_____	_____
g. Dissemination of post-evaluation reports	_____	_____
h. Resource aids-equipment	_____	_____
i. Equipment repair, emergencies	_____	_____
j. Decorations, flowers, corsages	_____	_____
k. Tips	_____	_____
l. Gifts	_____	_____
m. Telephone	_____	_____
n. Name tags	_____	_____
o. Duplicating materials, paper, fluid, stencils	_____	_____
2. Facilities:		
a. Registration set-up	_____	_____
b. Large group meeting rooms	_____	_____
c. Small group meeting rooms	_____	_____
d. Laboratory, work group rooms	_____	_____
e. Library, study group room	_____	_____
f. Exhibit space	_____	_____
g. Housing, on and off campus	_____	_____
h. Dining, on and off campus	_____	_____
i. Recreation and entertainment, on and off campus	_____	_____
j. Hospital, on and off campus	_____	_____

	Needs to be Considered	Check When Completed
k. Transportation, on and off campus	_____	_____
l. Parking, on and off campus .	_____	_____
m. Provision for families, children	_____	_____
n. Coffee breaks	_____	_____
o. Decorations; flowers	_____	_____
p. Secretarial supplies, envelopes, letterhead, pencils, pens, paper, clips, folders, ditto fluid, stencils, typewriter	_____	_____
3. Program design and content:		
a. Variety of methods and techniques	_____	_____
b. Variety of visual aids . . .	_____	_____
c. Variety of devices; tape recorder, films	_____	_____
d. Chairman of specific sessions	_____	_____
e. Recorders, secretaries for sessions	_____	_____
f. Moderators	_____	_____
g. Panel members	_____	_____
h. Discussion leaders	_____	_____
i. Evaluators	_____	_____
j. Field trip leaders, transportation	_____	_____
k. Time keeper for session . .	_____	_____
l. Personal data sheets of all speakers, consultants, special guests	_____	_____
m. Printing of the program . .	_____	_____
n. Assembling the program . . .	_____	_____
o. Distribution of the program.	_____	_____

V. DETAILED DECISIONS
(last minute final checking and start of meeting):

		Needs to be Considered	Check When Completed
	1. Specify person and/or committee directly responsible for:		
_____	a. Registration.	_____	_____
_____	b. Checking of facilities each day.	_____	_____
_____	c. Telephone calls	_____	_____
_____	d. Distribution of participant list, address, phone, etc. to interested persons.	_____	_____
_____	e. Carbon copies of letters to all who should be informed of proceedings	_____	_____
_____	f. Filing of correspondence and pertinent material. . . .	_____	_____
_____	g. Double checking with consultants	_____	_____
_____	h. Meeting consultants, checking reservations for consultants	_____	_____
	2. Registration and orientation:		
	a. Registration forms.	_____	_____
	b. List of pre-registered conferences	_____	_____
	c. Rosters of members of organization.	_____	_____
	d. Receipts; blank checks. . . .	_____	_____
	e. Signs (direction)	_____	_____
	f. Tickets; meals, swimming, recreation.	_____	_____
	g. Cash boxes, currency and change.	_____	_____
	h. Programs; folders, notepads .	_____	_____
	i. Name Badges	_____	_____
	j. Parking permits	_____	_____
	k. Clerical help; pens, pencils, tables, chairs, paper clips, thumbtacks.	_____	_____
	l. Typists, typewriters	_____	_____
	m. Hospitality personnel	_____	_____
	n. Tour maps of city	_____	_____
	o. Campus maps, hotel or convention hall arrangement directions.	_____	_____

	Needs to be Considered	Check When Compared
p. Motel and hotel lists	_____	_____
q. List of specific rules and regulations related to university campus:		
(1) Registration fees and deposits.	_____	_____
(2) Activities	_____	_____
(3) Library regulations . . .	_____	_____
(4) Rentals; linens	_____	_____
(5) Campus post office. . . .	_____	_____
(6) Parking and permits . . .	_____	_____
r. Complete registration of:		
(1) Home address.	_____	_____
(2) Representative school address	_____	_____
(3) Conference address . . .	_____	_____
(4) Home phone.	_____	_____
(5) Conference phone	_____	_____
(6) Social Security number. .	_____	_____